

## DOCUMENT RESUME

ED 166 120

95

SO 011 506

AUTHOR Hedstrom, Judith E., Ed; Haley, Frances, Ed.  
TITLE Social Studies Materials and Resources Data Book.  
Volume 4.  
INSTITUTION ERIC Clearinghouse for Social Studies/Social Science  
Education, Boulder, Colo.; Social Science Education  
Consortium, Inc., Boulder, Colo.  
SPONS AGENCY National Inst. of Education (DHEW), Washington,  
D.C.  
REPORT NO SSEC-234  
PUB DATE 79  
NOTE 295p.  
AVAILABLE FROM Social Science Education Consortium, Inc., 855  
Broadway, Boulder, Colorado 80302 (\$10.00, paper  
cover)  
EDRS PRICE MF-\$0.83 HC-\$15.39 Plus Postage.  
DESCRIPTORS \*Catalogs; Curriculum Guides; Elementary Secondary  
Education; Games; \*Instructional Materials; Resource  
Guides; Simulation; \*Social Studies; Supplementary  
Textbooks; Teacher Education; Textbooks  
IDENTIFIERS Information Analysis Products

## ABSTRACT

The Data Book contains descriptive analyses of new social studies materials for kindergarten through grade 12, teacher resource materials, ERIC abstracts of curriculum guides, and a listing of all social studies materials published in 1978. It is intended to help teachers, administrators, curriculum coordinators, and college methods professors in selecting appropriate materials on the basis of grade level, discipline, underlying philosophy, goals, strategies, structure, content, innovativeness, and merit. There are four major sections in the book. Section one includes 60 two-page analyses of social studies materials arranged in categories of textbooks, supplementary and non-print materials, and games and simulations. Section two includes 20 short analyses of teacher resource materials. Each analysis summarizes the purpose, intended uses and users, and contents of each resource book. Section three provides abstracts of 20 social studies curriculum guides identified through the ERIC system. Section four contains a listing of 336 social studies materials published in 1978 and is organized by subject area. Each section is indexed in the back of the book by author/editor, developer, grade level, publisher/institution, and subject area. (Author/AV)

\*\*\*\*\*  
\* Reproductions supplied by EDRS are the best that can be made. \*  
\* from the original document. \*  
\*\*\*\*\*

ED166120

SOCIAL STUDIES MATERIALS AND RESOURCES

DATA BOOK

Volume 4  
1979

Edited by

Judith E. Hedstrom and Frances Haley

DEPARTMENT OF HEALTH,  
EDUCATION AND WELFARE  
NATIONAL INSTITUTE OF  
EDUCATION  
THIS DOCUMENT HAS BEEN REPRO-  
DUCED EXACTLY AS RECEIVED FROM  
THE PERSON OR ORGANIZATION ORIGIN-  
ATING IT. POINTS OF VIEW OR OPINIONS  
STATED DO NOT NECESSARILY REPRESENT  
OFFICIAL NATIONAL INSTITUTE OF  
EDUCATION POSITION OR POLICY

PERMISSION TO REPRODUCE THIS  
MATERIAL HAS BEEN GRANTED BY

SSFC

TO THE EDUCATIONAL RESOURCES  
INFORMATION CENTER (ERIC) AND  
USERS OF THE ERIC SYSTEM

Judith E. Hedstrom is Staff Associate of the ERIC Clearinghouse  
for Social Studies/Social Science Education and the Social Science Education Consortium, Inc.

Frances Haley is Assistant Director of the Social Science Education Consortium and Staff  
Associate of the ERIC Clearinghouse for Social Studies/Social Science Education

Published jointly by:

ERIC Clearinghouse for Social Studies/Social Science Education

Boulder, Colorado

and

Social Science Education Consortium, Inc.

Boulder, Colorado

1979

50 011 506

The material in this publication was prepared pursuant to a contract with the National Institute of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under government sponsorship are encouraged to express freely their judgment in professional and technical matter. Prior to publication, the manuscript was submitted to the National Council for the Social Studies for critical review and determination of professional competence. Points of view or opinions, however, do not necessarily represent the official view or opinions of either the National Council for the Social Studies or the National Institute of Education.

#### ORDERING INFORMATION

This publication is available from:

Social Science Education Consortium, Inc.  
855 Broadway  
Boulder, Colorado 80302

Order SSEC Publication no. 234

Price: \$10.00

## ACKNOWLEDGEMENTS

We would particularly like to express our thanks to the SSEC staff members and associates who wrote most of the curriculum analyses included in this book. Also, our thanks to the many publishers who supplied us with copies of the materials and other information we needed.

Finally, a very special thanks goes to Cynthia Ocken, SSEC publications secretary, who typed and typed and typed the following pages.

## TABLE OF CONTENTS

INTRODUCTION .....	1
INSTRUCTIONS FOR USE OF THE DATA BOOK .....	4
ANALYSES OF CURRICULUM MATERIALS .....	7
<u>Textbooks</u>	
America Is .....	9
American Society .....	11
Grand Experiment, The: The Call of Freedom and The Promise of Democracy .....	13
History of a-Free People .....	15
Living Law Program: Civil Justice and Criminal Justice .....	17
McGraw-Hill Social Studies .....	19
Our Legal Heritage .....	21
People and Our Country .....	23
Psychology for Living. Fourth Edition .....	25
Psychology: The Human Science .....	27
Scott, Foresman Social Studies .....	29
Search for Identity, The: Modern American History .....	31
Sociology: Understanding Society .....	33
These United States .....	35
Urban Communities .....	37
<u>Supplementary and Nonprint Materials</u>	
Afro-City: Abeokuta, Nigeria .....	39
Big Book of People and Words, The .....	41
Citizenship Adventures of the Lollipop Dragon .....	43
Critical Issues in Economics: Inflation, Recession and Depression .....	45
Earthpeople Activity Book, The: People, Places, Pleasures, and Other Delights .....	47
Enjoying World History .....	49
Environmental Concerns: The Nation; Environmental Concerns: The World .....	51
Fieldstaff Perspectives: Perspectives on Africa; Urbanization: Cities around the World; Looking at Ourselves .....	53

Geo-Cepts .....	55
Geography Curriculum Project .....	57
"Grass Roots: An Oral History of the American People .....	59
Great Ideas in the Law: The Idea of Liberty: First Amendment Freedoms .....	61
Headline Focus Wall Maps .....	63
Inquiry Into World Cultures .....	65
Isms, The: Modern Doctrines and Movements .....	67
Living with Laws .....	69
Many Americans, <del>Two</del> Sets 1 and 2 .....	71
Map and Globe Skills Learning Module .....	73
My Backyard History Book .....	75
My Friends and Me .....	77
Opposing Viewpoints Series: Volume II .....	79
Ourstory .....	81
Peoples and Cultures .....	83
Reading American History .....	85
Religion in Human Culture .....	87
Role of Women in American Society .....	89
Roots Moviestrips .....	91
Social Issues Resources Series and SIRS Digest .....	93
Social Sciences, The .....	95
Tasaday, The: Stone Age People in a Space Age World .....	97
Television, Police, and the Law .....	99
Universal Values in American History .....	101
Values Corner, The .....	103
We, The American Women: A Documentary History .....	105
World Eagle .....	107
<u>Games and Simulations</u>	
Energy X .....	109
Gomston: A Polluted City .....	111
Life in the Colonies Game .....	113
Manchester, The Game of .....	115
Mummy's Message .....	117
Open End Dramas I and II .....	119
Rainbow Game .....	121

Talking Rocks .....	123
Time Capsule .....	125
Witch Trials: Crisis in Fear .....	127
 ANALYSES OF TEACHER RESOURCE MATERIALS .....	 129
Approaches to Political/Legal Education: An Implementation Guide for Teachers and Trainers .....	 131
Best of the Mini Page, The .....	132
Bookfinder, The: A Guide to Children's Literature About the Needs and Problems of Youth Ages 2-15 .....	 133
Budget Anthropology: Integrating Anthropology Concepts into a Social Studies Curriculum .....	 134
Citizenship Decision-Making: Skill Activities and Materials .....	135
Economy Size: From Barter to Business with Ideas, Activities, and Poems .....	 136
Great Learning Book, The .....	137
Master Curriculum Guide in Economics for the Nation's Schools, Part II. Strategies for Teaching Economics. Primary Level and Intermediate Level .....	 138
Perspectives '76 .....	139
Planning a Social Studies Program: Activities, Guidelines, Resources .....	140
Reaching Teenagers: Learning Centers for the Secondary Classroom .....	141
Social Studies and the Elementary Teacher: Promises and Practices .....	142
Teacher Corps Portraits: Four Case Studies .....	143
Teacher Training Program: Leader's Handbook .....	144
Teacher's Choice, The: Ideas and Activities for Teaching Basic Skills .....	145
Teaching about Ethnic Heritage. Ethnic Heritage Series. Volume 1 .....	146
Teaching of World History .....	147
Teaching Teachers about Law: A Guide to Law-Related Teacher Education Programs .....	 148
303 Mini-Lessons for Social Studies .....	149
Winning Ideas in the Social Studies: 25 Creative Lessons that Really Work .....	150
 ERIC DOCUMENTS .....	 151
Activities for Teaching about Aging .....	153

Balancing the Picture: Integrating Women into American History .....	154
Bringing Energy to the People .....	155
Citizenship: Student Rights and Responsibilities. Decision-Making in Contemporary America. Unit I .....	156
Constructing a Community System-Based Social Science Curriculum .....	157
Economics Can Be Elementary: 30 Jumbo Activity Cards for Teaching Reading/Writing Skills through Economics .....	158
Experienced-Based Learning: How to Make the Community Your Classroom .....	159
Interdependence Curriculum Aid .....	160
Kindergarten Social Studies Program .....	161
Law-Focused Curriculum Guide .....	162
Moral Dilemmas/Value Sheets: Writing for Content-Centered Social Studies Classrooms .....	163
Siddhartha: An Introduction to Buddhism and Hinduism Yesterday and Today .....	164
Social Understandings: Illustrative Models K-3 and Social Studies: Illustrative Models 4-6 .....	165
Survival and Enrichment of Man. Social Science Curriculum Guide .....	166
Teaching about Diversity: Latin America .....	167
Teaching about U.S. History: A Comparative Approach. 33 Activities .....	168
Tips for Infusing Career Education in the Curriculum .....	169
Tracing Your Roots. Badger History, Volume 31 .....	170
Using Questions in Social Studies. How To Do It Series. Series 2, No. 4 .....	171
Your State in the World .....	172
 SOCIAL STUDIES MATERIALS PUBLISHED IN 1978 .....	173
Materials .....	175
Affective Education .....	175
American Government/Civics/Political Science .....	176
American History .....	178
American Studies .....	186
Anthropology/Archaeology .....	187
Consumer Education .....	188
Contemporary Issues .....	189



Death/Dying	190
Economics	190
Environmental Education/Ecology	193
Ethnic Studies	194
Family History	195
Geography	195
Global Studies/International Affairs	197
Guidance/Mental Health	199
Legal Education	201
Psychology	203
Religion	205
Social Studies: Interdisciplinary/Multidisciplinary	205
Sociology	213
State Histories	214
Urban Studies	214
Values Education	215
Women's Studies/Men's Studies	216
World Cultures/World Geography/Area Studies	217
World History	222
Publishers and Addresses	227
AUTHOR/DEVELOPER/EDITOR INDEX	233
GRADE LEVEL INDEX	236
PUBLISHER/INSTITUTION INDEX	237
SUBJECT AREA INDEX	239

## INTRODUCTION

There are an overwhelming number of new social studies materials and resources on the market. In the midst of this vast array of new and diverse materials, school personnel--administrators, curriculum coordinators, and teachers--must make decisions as to what materials are most suitable to achieve their goals.

What materials are available? What do they look like? What do they cost? How long does it take to use them? For whom are they written? Can my students use them? What did the authors have in mind when they wrote them? What is the content? Do I need special training to use them effectively? What methods should I use in teaching--lecture? discussion? independent study? Are the materials effective? Has anyone evaluated them to see if students like them and learn when using them? These are the questions which are answered--to the extent that reliable information is available--in the Social Studies Materials and Resources Data Book (formerly the Social Studies Curriculum Materials Data Book).

Our objective is to provide analyses of curriculum materials which will allow elementary and secondary school teachers, administrators, curriculum coordinators, and college methods teachers to select materials which are appropriate to their students, school, and community on the basis of grade level, discipline, underlying philosophy, goals, strategies, structure, content, innovativeness, and merit.

### Development of the Data Book

The Data Book project represents a lengthy and intense effort on the part of individual staff members of the Social Science Education Consortium, Inc. (SSEC). Irving Morrisett and W. W. Stevens, Jr. recognized the critical need for analysis of curriculum materials, particularly in view of the vast numbers of materials becoming available as a result of federal funding of curriculum development projects. In 1967 they developed the Curriculum Materials Analysis System (CMAS)--an analytical instrument devised for examination and evaluation of curriculum materials. Morrisett and Stevens also recognized the need for a concise compilation of information based on the CMAS. With financial support from the National Science Foundation, they worked with the Consortium staff to organize the Data Book project. The Data Book was first published in 1971 in one loose-leaf volume. From 1971 through 1978 the SSEC annually

published two supplements to the Data Book. Each supplement consisted of approximately 40 analyses of K-12 social studies materials to be incorporated into the loose-leaf binders. By March 1978 the Data Book had grown to three volumes and contained five categories of materials: Project Materials (funded curriculum development project materials), Textbooks, Games and Simulations, Supplementary Materials, and Teacher Resource Materials.

As the cost of the three volumes was becoming formidable to potential users, the decision was made to produce an annual, paperbound version of the Data Book. The paperbound version will give periodical updates to the previous volumes. This first annual is funded as an Information Analysis Product of the ERIC Clearinghouse for Social Studies/Social Science Education, whose contract is held by the SSEC.

### Organization of the Data Book

The Data Book consists of four major sections. The first section includes 60 two-page analyses of K-12 social studies materials, arranged in three categories. "Textbooks" contains 15 analyses of commercially-developed or federally-funded textbooks or textbook series. "Supplementary and Nonprint Materials" contains 35 analyses. Materials in this category can be used either as the basis of a course or to supplement a course; many are based on sound filmstrips, audio-cassettes, or a multimedia approach to teaching. Ten analyses of social studies "Games and Simulations" comprise the third category.

The second section of the Data Book includes 20 short analyses of teacher resource materials. Each analysis summarizes the purpose, intended users and uses, and contents of each teacher resource book. Most of the books described provide practical suggestions and ideas for classroom teachers.

Twenty social studies curriculum guides, identified through the ERIC System, are described in the third section. The abstracts published here are adapted from those published in Resources in Education (RIE).

The fourth section of this Annual, the result of publisher input, contains a listing of social studies materials published in 1978 and is organized by subject area. In the Spring of 1978, letters were sent to over 180 publishers of K-12 social studies materials asking them to send information on all social studies materials to be published in 1978. Approximately 125 publishers responded; some included materials to be published in January 1979. In all, there are 336 sets of materials included.

Each section is indexed in the back of the book by author/editor/developer, grade level, publisher/institution, and subject area.

### Selection of Materials

Materials analyzed in the Data Book must be intended for students or educators in grade K-12 and must fit into one of the following categories: textbooks, supplementary and nonprint materials, games and simulations, teacher resource materials, and ERIC documents. As a general rule, new and innovative materials are selected. It is also important that the materials are available through commercial or easily accessible outlets and that the SSEC staff analysts have access to all components of each set of materials.

In the textbook category, an attempt is made to analyze all new elementary social studies programs and as many secondary texts as space will allow.

The Data Book does not include 8 and 16 mm film analyses unless the films are part of a larger curriculum package. Other print and nonprint materials designed for a short unit or to supplement the ongoing social studies program are included in the supplementary and nonprint materials category or the games and simulations category.

Materials selected for analysis in the teacher resource section must have some practical classroom application. This also applies to documents selected from the ERIC system. Most of these are curriculum guides or short units.

The only criteria for materials listed in the "Social Studies Materials Published in 1978" section is that the materials were published in 1978 (or January 1979) and are for students in grades K-12. Teacher resource materials were not listed unless a significant amount of student handouts or materials were also included.

## INSTRUCTIONS FOR USE OF THE DATA BOOK

The Data Book is not intended to be used as a catalog from which you order materials. Rather, once materials of interest are selected, we would encourage users to write for review copies of the materials instead of basing decisions solely on the Data Book analyses.

Analyses of Curriculum Materials. Within each of the three sections (Textbooks, Supplementary and Nonprint Materials, Games and Simulations) the analyses are arranged in alphabetical order by title. Each analysis includes the following:

- (1) a heading listing authors or developers, complete publisher address, publication date, availability information, grade level, and subject area;
- (2) an overview of the most significant features of the materials;
- (3) a specific description of the format and elements of the materials and their cost;
- (4) information about the required or suggested time necessary to implement the materials;
- (5) a description of the intended user characteristics, including both students and teacher;
- (6) an explanation of the rationale and general objectives of the materials;
- (7) a description of the content, including basic concepts, generalizations, trends, and themes presented in the materials;
- (8) an explanation of the primary teaching and/or gaming procedures; and
- (9) a section including evaluative data, comments, and suggestions for use of the materials

Analyses of Teacher Resource Materials. Twenty analyses of books for teachers are arranged alphabetically by title. Each includes a heading listing authors or developers, complete publisher address, publication date, grade level, a brief description of materials and cost, and the subject area. The analysis describes the purpose of the publication, ways it can be used, and the content.

ERIC Documents. Abstracts of 20 curriculum guides or units from the ERIC system are included. These are arranged alphabetically by title. For each, the ED number is included as well as author/developer information, date of the document, ordering information, grade level, and subject area.

To order microfiche (MF) copies of any of the ERIC documents described, write to the ERIC Document Reproduction Service (EDRS), P.O. Box 190, Arlington, VA 22210. Hard copies

(HC) of some of the documents may also be ordered from EDRS; when hard copies are not available from EDRS, the ordering source is given with the citation.

All EDRS orders must refer to the ED number and be accompanied by a check or money order for the full amount of the order, including postage. The current book rate is \$0.25 for the first pound and \$0.10 per half-pound increment over the first. One pound equals approximately 35 microfiches (one microfiche contains 96 document pages) or 100 hard-copy pages, including containers. Check with your post office for possible changes in postage rates.

If there is an ERIC microfiche collection at a nearby university library or school resource and service center, you might prefer to look over specific documents there before ordering.

Social Studies Materials Published in 1978. Materials listed in this section are listed alphabetically by subject area. For each listing the following information is given: title, publisher, grade level, an approximation of the time required, a brief description of the material, and the price. Only the name of the publisher is given in the citation; a list of publisher addresses follows this section. Grade level indicates which grades the material is appropriate for in the K-12 range. Some materials may also be appropriate for preschool or college, but this is not indicated. Abbreviations for time required are as follows:

year	yr.
semester	sem.
quarter	quart.
supplementary	supp.

"Supplementary" is used for any unit or set of materials requiring less than nine weeks to complete. Price information was supplied by the publishers and is subject to change. The price listed is generally the school price.

Indexes. The 60 analyses, teacher resource descriptions, and ERIC documents are cross-referenced in the back of the book according to: author/developer/editor, grade level, publisher/institution and subject area. The subject area index also refers to materials listed in the section "Social Studies Materials Published in 1978."

## ANALYSIS OF CURRICULUM MATERIALS

15

7

TEXTBOOKS



## AMERICA IS

Authors:	Frank Freidel and Henry N. Drewry		
Publisher:	Charles E. Merrill Publishing Company 1300 Alum Creek Drive Columbus, Ohio 43216		
Publication Date:	1978	Grade Level:	7-9
Availability:	From publisher	Subject Area:	American History

### Overview

America Is combines several contemporary social studies education trends into one textbook designed for a year-long junior high American history course. Emphasis is placed on skill development, multicultural studies, social history, and excerpts from original source materials. The book is arranged chronologically into eight units, each of which represents concepts associated with American society and history. Fourteen "City Profiles" provide in-depth views of urban America from 1584 to 1975. Biographies highlight interesting American men and women, many of whom are members of minority groups. In addition to the text and Teacher's Edition, supplementary materials include a "Discovery Book," an "Evaluation Program," and a "Media Package." These materials were not available for review.

### Materials and Cost

Student Text: <u>America Is</u> . By Frank Freidel and Henry N. Drewry. 592 pp., 7 1/2" x 9 1/2", hardbound	\$ 8.88
Teacher's Edition: 734 pp., 7 1/2" x 9 1/2", hardbound	\$ 9.90
Additional Materials:	
<u>Discovery Book</u> .	\$ 2.70
<u>Evaluation Program</u> . Spirit masters for chapter, quarterly, and semester tests	\$ 20.00
<u>America Is Media Package</u> . Contains 6 sound filmstrips, 30 student study guides, and Teacher's Guide	\$ 120.00

Student and Teacher Guides for the Media Package may be purchased separately.

### Required or Suggested Time

The materials are designed for a one-year course in U.S. history. The 25 chapters are relatively short and could easily be completed in four to six days each. There are 14 "City Profiles" interspersed throughout the book. Teachers could allow two to three class periods for each of these, depending on student interest. Because of the chronological design and the sequential development of the skills program it is important that the units be taught in the order they are presented.

### Intended User Characteristics

The authors and publishers maintain that the materials are designed for the average junior high age student and that the reading level averages at the 6.8-6.9 grade level based on the Dale-Chall readability formula. A Fry readability analysis indicates a higher average reading level at 8.5. Some of the excerpts from original materials, though relatively brief and edited, may be difficult for a typical junior high student. However, many of them are based on topics that should result in a high interest level. No special teacher training is required.

### Rationale and General Objectives

The authors believe it is important for students to learn more from history than the chronology of events. The text does feature the traditional chronological format, but it also emphasizes social history and a plural-

istic society, including original source documents designed to give students a feeling for the lifestyles and beliefs of average American citizens of the time. The authors list the following general objectives: (1) "to help students gain insight into the relationship among people, ideas, and corresponding events as they learn and use significant facts of American history; (2) to help students sharpen their social studies skills while developing an appreciation of the study of history; and (3) to help students develop wholesome values concerning the democratic process." These rather general objectives are supplemented with one more specific goal for each unit and chapter.

### Content

America Is is organized into eight units, each representing "what the United States has meant to its people at different times in history." These overall themes are Opportunity, Independence, Democracy, Expansion, Division, Growth, Conflict, and Challenge. Approximately two-thirds of the book deals with U.S. history prior to 1900. The text begins with the pre-Columbian societies, such as the Incas and Aztecs, but moves swiftly into the European colonization period. Little attention is given to the Spanish settlements in California, Texas, and the American southwest. The colonial period, with the exception of brief mention of the French, Dutch, and Spanish, is primarily devoted to the British experience. The second unit, "Independence," examines the causes and events of the Revolutionary War. "Democracy" focuses on the Constitution, sectionalism and nationalism, and the formation of an American national character. "Expansion" deals with the settlement of the West and the rapid physical and economic growth in the United States. In the fifth unit students study the events leading up to the Civil War, the War itself, and Reconstruction. The unit on "Growth" examines how the United States grew to be one of the most powerful industrial nations in the world. "Conflict" covers World War I, the Twenties, the Great Depression and the New Deal, and World

War II. The final unit examines the Cold War, the Sixties, and various challenges facing Americans in a rapidly changing world. Within each unit and chapter, a wide variety of pictures, political cartoons, charts, maps, and other special features are arranged in a manner designed to provide variety and heighten student interest. Much of the multicultural content is included in the fourteen "City Profiles" and special biographical features. The "City Profiles" make extensive use of primary sources and focus on cultural, social, economic, and geographic aspects of American life. "Biographies" and "Topic Close Ups" focus on important, but not necessarily well-known, men and women and events in United States history. The role of women in U.S. history is also touched upon in the text narrative. The six supplementary filmstrips, according to the Teacher's Edition, are as follows: "The Boston Massacre"--a lead-up to the Revolution; "What Is Our Crime?"--an examination of the Cherokee removal; "How Can I Draw My Sword?"--a study of Lee's decision to join the Confederacy; "The Land of Opportunity"--a contrast of life on the frontier and life in the city; "This Old Dusty Road"--a study of the Dust Bowl and the migration of the 1930s; and "Walking for My Children"--an examination of the Montgomery bus boycott.

### Teaching Procedures

The Teacher's Manual is extensive and provides many suggestions for varied and effective instruction. Eight pages discuss topics such as developing effective study habits, sharpening social studies skills, maintaining student interest, and evaluating student progress. For each chapter, the manual provides the chapter objective, major points covered, various teaching ideas, and answers to the textbook questions.

### Evaluative Data

The publishers are soliciting evaluative data from teachers using the text. An evaluation form for this purpose is included in the Teacher's Manual.

## AMERICAN SOCIETY

Author:	Jack Allen		
Publisher:	American Book Company 450 West 33rd Street New York, New York 10001		
Publication Date:	1978	Grade Level:	10-12
Availability:	From publisher	Subject Area:	American Government and Civics

### Overview

American Society can be used in senior high American government courses. The text, which can be adapted for either a one- or two-semester course, describes and analyzes different aspects of political life in the United States with the intent of developing citizenship responsibility in students. Specific topics covered in the text include people and values, national and state government, civic rights and responsibilities, local government and issues, economic affairs, and foreign relations. Inquiry and skill building activities, opposing viewpoints, and special vocabulary activities are an integral part of the program and enhance the presentation of factual information on the American society.

### Materials and Cost

Student Text: <u>American Society</u> . By Jack Allen, 514 pp., 8" x 10 1/2", hard-bound	\$ 9.36
Teacher's Edition: 594 pp., paperbound	\$10.29
Additional Materials:	
Student Workbook. 120 pp., paperbound	\$ 2.94
Workbook. Teacher's Edition.	\$ 3.72
Chapter Tests. 64 duplicator masters, paper-bound	\$16.68

### Required or Suggested Time

The materials for American Society could be used for a one-semester or a one-year

course in American government. To cover the 20 chapters in a semester, one to two chapters must be completed each week. Alternatively, the teacher could omit several chapters and cover only one chapter a week. Using the materials in a year-long course would allow for the liberal use of the suggested activities.

### Intended User Characteristics

The publisher states that the reading level of the student materials is 7th-8th grade, as indicated by the Dale-Chall scale. A Fry readability analysis indicates the reading level ranges from 10th grade through college. The topics covered are complex and would probably be more appropriate for 10th-12th grade students than for students in junior high school. The variety of activities offered—from simple review to involved inquiry—make the text useful in classes with students of mixed abilities. No special teacher training or school facilities are required.

### Rationale and General Objectives

In the author's view, the goals of the text are directly related to the basic goals of American society itself: to prepare students for responsible citizenship in order "to preserve the freedom we now enjoy and to find solutions to the problems we as a society now face." Objectives which support this general goal are to help students: (1) acquire a better understanding of American institutions, (2) understand political and social issues, (3) explore current issues and problems, (4) analyze diverse data and opinions, and (5) interpret data and analyze issues in ways that will

better society for all Americans. Specific knowledge goals for each chapter are listed in the Teacher's Edition.

### Content

American Society is organized into six units, each of which describes and analyzes a different aspect of contemporary life in America--the diverse nature of American people and values of American society; legislative, executive, and judicial branches of national and state governments; the rights and responsibilities of citizens; forms of local government and local issues; economic affairs; and the United States as it relates to foreign countries. Each unit consists of three or four chapters. For example, the unit on economic affairs has chapters on the conservation of resources, the development of national systems of transportation and communication, an overview of the economic system in the United States, and a review of Americans as workers and consumers. The chapters in the unit on local government focus on the process of local government and the issues of housing, education, transportation, pollution, and crime. Each chapter opens with a brief introduction followed by text materials. Chapter features include at least one "Inquiry" section and a "Speaking Out" section. "Inquiry" is designed to encourage students to seek answers to pressing questions of current importance such as "Can we reestablish the right to a speedy trial?" "Has the struggle for women's rights been won?" "How is propaganda used to influence our opinions?" and "How serious are our environmental problems?" Opposing viewpoints on these issues are drawn from scholars, political figures, business leaders, labor leaders, and noted journalists. The "Speaking Out" sections highlight the writing of someone who challenges some facet of conventional wisdom. For example, in the chapter, "The United States as a World Power," "Speaking Out" features Hans Morganthau, a well-known student of international affairs, who believes the U.S. has lost the faith of many foreign democratic groups because we have given so much aid to undemocratic leaders. His statements are followed by open-

ended questions that allow students to form their own opinions. A four-part "Citizenship Laboratory" concludes each chapter summarizing important facts, calling for student formulation of opinions about major topics, requiring students to define and demonstrate an understanding of key terms, and encouraging them to look toward future application of the ideas in each chapter.

### Teaching Procedures

Major teaching procedures are discussion, and inquiry, based upon the readings from the text. Interspersed throughout the readings are review questions open-ended discussion questions, and questions encouraging students to clarify their thinking on particular issues. Inquiry activities involve students in analyzing opposing viewpoints, interpreting and analyzing polls and graphs, gathering data on their school or community, and proposing answers to questions of importance in today's world. End of chapter activities help students to review major ideas and terms, form their own opinions on issues presented, and apply chapter ideas to the future. The workbook provides supplementary exercises, including chapter reviews, activities designed to develop social studies skills (e.g., analyzing primary sources, interpreting polls), in-depth examinations of selected chapter topics requiring students to deal with familiar material in a new way, and independent chapter reviews or self-tests for student use. This variety of activity and materials lends itself to a flexible classroom situation and stimulates student involvement in the learning process. For each chapter in the text, the Teacher's Edition includes a brief overview, chapter goals, a motivational activity, a skill-building activity, activities to use with the textual readings, and a list of supplementary materials. Chapter tests consist of multiple choice, matching, essay, and fact/opinion questions.

### Evaluative Data

The publisher reports that no formal evaluation of American Society has been conducted.

GRAND EXPERIMENT, THE:  
THE CALL OF FREEDOM  
THE PROMISE OF DEMOCRACY

Authors:	Henry F. Graff and Paul Bohannon		
Publisher:	Rand McNally & Company Box 7600 Chicago, Illinois 60680		
Publication Date:	1978	Grade Level:	8-12
Availability:	From publisher	Subject Area:	American History

#### Overview

The Grand Experiment consists of two volumes focusing on the American experience from early Native American cultures through the Civil War and from the late 1800s to the present. Each volume is designed for a year-long course at the junior or senior high level. At the junior high level, the books are useful with average and above average students, while at the senior high level, students with below-average to average learning abilities can use the books. The authors hope to involve students in the American experience by presenting many primary and secondary sources which give students a better understanding of the impact of historical events on ordinary people. A variety of activities for students of varying abilities are included.

#### Materials and Cost

Student Texts: <u>The Call of Freedom</u> and <u>The Promise of Democracy</u> . 708 and 752 pp., 7 1/2" x 9 1/2", hard-bound	\$10.68 each
Teacher's Editions: 772 and 806 pp. 10 1/4" x 9", paper-bound	\$15.00 each
Additional Materials for each title: Workbook. 126 pp., 8 1/2" x 11", paperbound	\$ 2.43 each
Teacher's Edition of Workbook	\$ 2.43 each

#### Required or Suggested Time

Each text provides materials for a year-long course. They may be used independently, or sequentially as a two-year program. Chapters within the texts require one to two weeks to complete. It is suggested that teachers read all teaching notes for a chapter before proceeding, as many of the activities may take most of a class period.

#### Intended User Characteristics

The Grand Experiment may be used in either junior or senior high American history courses. A reading analysis based on the Fry Graph for Estimating Readability showed both texts to be at the 8th-grade reading level. Activities for reinforcement, building basics, and advanced work make the texts suitable for use with students of varying abilities. The texts are also well suited for use with women and ethnic minorities, as the roles of these groups are covered extensively and well integrated into the text. No special teacher training is required.

#### Rationale and General Objectives

The overall objective of these materials is to prepare "young Americans to live responsibly and productively in a rapidly changing world." Among the general aims of the texts are the following: "to foster an appreciation of the many individuals and groups that have contributed to the development of American culture"; "to show how the American system of government works to protect the rights of the individual and to promote the general welfare"; "to describe the impact of industri-



alization and urbanization on individuals and groups at various times in the history of the United States"; "to foster an understanding of the economic system that has made it possible for Americans to enjoy one of the highest standards of living in the world"; and "to encourage the development of critical thinking and study skills needed if democratic institutions are to survive." In addition to these general objectives, specific objectives are set forth for each chapter. In the first volume, these fall into three categories: understandings, cognitive objectives, and skill objectives. Objectives in the second volume fall into four categories: concept development, development of generalizations, identification of points of view, and skill development. The materials are intended to teach skills such as making comparisons; classifying, analyzing, and interpreting data; forming hypotheses; communicating ideas; and interpreting maps.

#### Content

To help students gain insight into American history numerous primary and secondary sources are liberally interspersed throughout the narrative of The Grand Experiment. These include historic paintings and photographs, maps, letters, poems, speeches, and excerpts from journals and diaries. Folk tales, legends, and songs are included occasionally as well. For example, following the chapters on the early cultures of Native Americans, several Native American chants and pictures of masks are presented. From studying these, students speculate about the values, beliefs, cultures, technology, ways of making a living, and locations of the people who made and used them. Each text consists of five units of four to six chapters each. The Call of Freedom traces the history of the American people from prehistoric times through the United States' first 100 years. Part One examines various cultures of Native Americans and describes early European explorations to the New World. Part Two focuses on colonization and colonial life. In the third part students learn about the conflicts leading to the Revolutionary War and about the early years of the Republic. In Part Four, students study various aspects of American life in the 1830s and 1840s. Part Five details economic, social, and political causes of the division between North

and South. The Promise of Democracy focuses on American history from the late 1800s through the election of President Jimmy Carter. The first part examines the impact of technology on the American economy and the environment. Part Two describes American expansion from the 1840s to 1914, including the effects of expansion on the people of the territories claimed by the U.S. In Part Three students learn about the efforts workers have made to improve working conditions from the 1840s to the present. Part Four examines the effect on government of economic and social developments of the late 1800s through the 1930s. It also details the role of the United States in world affairs from the 1920s through the mid-1970s. Finally, Part Five focuses on the impact of technological innovations on the way individuals live and work. Emphasis is given to the effects of changes on education, work, government, and community life.

#### Teaching Procedures

The Teacher's Editions provide unit and chapter overviews, behavioral objectives, suggested strategies for achieving objectives, bibliographies for students and teachers, and chapter tests consisting of multiple choice, short answer, and essay items. In addition, marginal notes offer background information, possible answers to questions raised, and various activities. The activities are generally of three types: reinforcement, skill-building, and advanced. These activities and the "Workshops" concluding each student chapter involve students in discussions, debates, making charts and graphs, role playing, research projects, small group work, making comparisons, and story telling, to name a few. In one activity students are to write a newspaper account of the battles at Lexington and Concord or draw a battle plan of the conflicts; in another they hold a mock Republican convention at which delegates place the names of Lincoln and Seward in nomination. The workbooks include reinforcement and skill-building activities.

#### Evaluative Data

According to the publisher, these materials were field tested prior to publication. However field-test data are not generally available.

## HISTORY OF A FREE PEOPLE

Authors: Henry W. Bragdon and Samuel P. McCutchen  
Publisher: Macmillan Publishing Co., Inc.  
866 Third Avenue  
New York, New York 10022  
Publication Date: 1978 Grade Level: 11-12  
Availability: From publisher Subject Area: American History

---

### Overview

History of a Free People is a one-year United States history textbook written for advanced senior high school students. The authors' intent is to make students aware of the ideals on which the true and lasting greatness of the United States rests. Students are primarily involved in classroom discussion based on the textbook readings. The annotated Teacher's Edition suggests ways to use the text in courses organized by chronology, topics, or concepts and generalizations; gives suggestions for developing reading skills, essay-writing skills, and questioning skills; and provides tips for using the various teaching aids in the textbook, such as the "Data Labs" and the "Vignettes" of important American personalities.

### Materials and Cost

Student Text: <u>History of a Free People</u> . By Henry W. Bragdon and Samuel P. McCutchen. 834 pp., 7 3/4" x 9 1/4", hardbound	\$11.76
Teacher's Annotated Edition: Annotated by Verna S. Fancett. 866 pp., 7 3/4" x 9 1/4", hardbound	\$12.51
Additional Materials: <u>Workbook</u> . By Albert C. Ganley. 222 pp., 8 1/4" x 11", paperbound	\$ 2.97
Teacher's Edition of <u>Workbook</u> .	\$ 3.25
Tests. By Marvin L. Jaegers. 156 pp., 8 1/4" x 11", paperbound	\$ 2.22
Answer Key to Tests. 11 pp.	\$ 1.23

### Required or Suggested Time

The materials are intended to provide the basis for a one-year United States history course. The text's nine parts are divided into 34 chapters. If each chapter is to be covered, approximately one week per chapter should be allowed. The Teacher's Edition suggests teachers may want to emphasize certain periods, spending more time on some chapters than others. Because there are no suggested lesson plans, teachers must set aside time for preparing their own.

### Intended User Characteristics

This text is appropriate for senior high school students. The reading level, according to the Fry readability formula, is grade 12 through college. To do well in the program, students would have to be above average readers. The text is not appropriate for slower students; it is not a colorful text, and little emphasis is placed on classroom activities. No special teacher training is necessary. However, the ability to facilitate classroom discussion is a must.

### Rationale and General Objectives

In asking the question, "What ideals has this country preached and tried to practice?" the authors have identified ten "outstanding characteristics of 'Americanism'" which have made this country a desirable place to live from colonial times to the present. These characteristics are: economic opportunity; wide participation in politics; belief in reform rather than revolution; a mobile population; a relatively high position and freedom for women; belief in education and widespread educational opportunity; concern for the wel-

fare of others; tolerance of differences; respect for the rights and abilities of the individual; and world-wide responsibility. The authors want students to understand that while these ideals have helped to form our system of values, they are not exclusive to the United States nor have they been completely realized. The text shows that the United States has made mistakes, but that, taken as a whole, our history has been a "bold and exciting experiment, an attempt to found a new society on faith in human intelligence, human freedom, and a human community." It is the authors' hope that students will come to understand that the future success of the United States depends on their intelligence, good will, and sense of responsibility.

### Content

History of a Free People is a chronological treatment of United States history. Part 1, "A Free Country in a New World," begins with an examination of the cultures of the American Indian tribes and treats the colonial period and the Revolutionary War. In "Launching the Republic" students study the different ways in which the Constitution has been applied and interpreted, the presidency of George Washington, politics of the Federalists and the Republicans, and foreign entanglements. Part 3, "The Nation and the Sections," focuses on the conflicting forces of nationalism and sectionalism, Jacksonian democracy, reform movements, and the basic concept of democracy. "Division and Reunion" includes the study of the manifest destiny movement, slavery, the Civil War, and the Reconstruction Era. Industrialization, the opening of the TransMississippi West, protest movements, and political parties and politics are dealt with in "The Emergence of Modern America." Part 6, "New Horizons," explores United States imperialism, the presidencies of Theodore Roosevelt and Woodrow Wilson, and the Progressive Movement. In "Crusade and Disillusion" students study World War I, the policies of the 1920s, and the Great Depression. The New Deal, foreign relations with Latin America and Europe, and the Axis threat are discussed in Part 8, "The Roosevelt Years." In "An Age of

Anxiety," the concluding unit, students examine World War II, the Cold War, the Kennedy-Johnson years, domestic affairs under Nixon, and the 1976 presidential election. The textbook also contains 33 biological sketches of men and women who have contributed to U.S. history; numerous maps, charts, and graphs; and the complete texts of the Constitution, the Declaration of Independence, and other vital American documents.

### Teaching Procedures

The major teaching strategy is classroom discussion based on textbook readings. Open-ended questions are interspersed throughout the chapter readings. For example, following an account of the secret bombings of Cambodia during the Vietnam War, students are asked "Is there ever a justification for a secret military operation? If so, when?" The Annotated Teacher's Edition also suggests questions to stimulate classroom discussion. "Data Labs," interspersed throughout the text, ask students to interpret and analyze figures and statistics on various topics. Each textbook chapter ends with review questions focusing on major concepts, personalities, places, and events. Suggestions for further study are also given. These activities include surveys, group discussion, community involvement, and library research. Each major part of the text concludes with review activities called "Checking the Facts," "Interpreting the Facts," and "Applying Your Knowledge." Students are encouraged to read and discuss additional books. A bibliography of fiction, drama, and nonfiction is provided at the end of each textbook part. The Workbook consists of exercises to help students review facts and concepts, analyze new evidence and make interpretations, and take and defend positions on controversial issues. Tests for each chapter and unit are also available.

### Evaluative Data

This is the ninth revision of History of a Free People. According to the publisher revisions were made based on feedback from users.



LIVING LAW PROGRAM  
CIVIL JUSTICE and CRIMINAL JUSTICE

Developers: Constitutional Rights Foundation and Scholastic  
Book Services

Publisher: Scholastic Book Services  
904 Sylvan Avenue  
Englewood Cliffs, New Jersey 07632

Publication Date: 1978 Grade Level: 7-12

Availability: From publisher Subject Area: Legal Education

---

Overview

The Living Law Program is comprised of two volumes. Civil Justice examines consumer law; contracts; housing law; damages, injuries, and insults; and family laws, while Criminal Justice provides an overview of the criminal justice system and detailed descriptions of police work, the judiciary, and the corrections system. An important feature of the program is the extensive use of community-based learning experiences. Living Law is an outgrowth of a previous Constitutional Rights Foundation project which focused on criminal justice. This earlier project, developed under a grant from the U.S. Justice Department's Law Enforcement Assistance Administration, was extensively field-tested in both junior and senior high schools. Based on the field test, the materials were revised, and a second component focusing on civil justice was added to form the Living Law Program.

Materials and Cost

Student Texts: Living Law: Civil Justice. By Susan McKay. 224 pp. Living Law: Criminal Justice. By Carl Martz and Rebecca Novelli. 221 pp.; each 7 1/2" x 9 1/4", paperbound \$ 2.95 each

Teacher's Guides: 55 pp. each, 7 1/2" x 9 1/4", paperbound. (Free with order of 25 texts.) \$ 3.50 each

---

Additional Materials: 2 sets  
~~Spirit~~ Masters, 35 pp.  
each, 8 1/2" x 11: \$ 9.95 each

Required or Suggested Time

Each text is designed for a one semester course. Together, they constitute a one-year sequence in legal education. Individual units or chapters may be used as supplemental materials for varying lengths of time.

Intended User Characteristics

These materials are intended for use in junior and senior high legal education classes or related courses in government, citizenship, consumerism, history, and current issues. The average reading level, according to the Fry graph, is 7th grade. Many of the activities are open-ended and can be developed to a degree compatible with student interests and abilities. The texts are exemplary in their avoidance of sexual and ethnic stereotypes. No special teacher preparation is necessary, but experience with inquiry learning, values education, action learning, and peer tutoring would be helpful. The Teachers' Guides provide some assistance in using community resource persons, planning and carrying out field activities, and organizing peer teaching. Recommended activities require extensive school-community contact. Although these activities could conceivably be deleted, the program would be deprived of much of its strength. Therefore, it may be essential to elicit administrative support for some of the suggested activities.

## Rationale and General Objectives

The Living Law Program has three primary objectives. First, it seeks to facilitate the acquisition of a realistic understanding of the American legal system by examining the actual function of the system, not just the ideal model. The second major objective focuses upon the acquisition of knowledge about law and constitutional rights. Students should understand that the law offers both privileges and restraints and is constantly evolving. The third major objective of the Living Law Program is to develop students' skills. "Analytical skills are sharpened through lessons requiring interpretation of information and data, legal reasoning, values clarification, and problem solving." The materials also seek to facilitate the development of basic reading, observing, and writing skills; optional activities promote the growth of vocabulary and study skills.

## Content

Each volume of the Living Law Program focuses upon one branch of the law. Living Law: Criminal Justice begins with a general overview of the criminal justice system. The first chapter introduces students to John and Laurie who are arrested for grand theft--auto. A one-year difference in their ages means that John must go through the adult criminal justice system, while Laurie goes through the juvenile justice system. Through their story, students meet lawyers, public defenders, police officers, witnesses, district attorneys, judges, and probation officers and become familiar with the concepts of bail, plea bargaining, and sentencing. Students are asked to form opinions on some of the major issues in the criminal justice system today. The remainder of Part 1 examines causes of crime, origins of law, and the rights of the accused. Part 2 focuses on law enforcement and the constitutional guarantees affecting law enforcement practices in the U.S. Part 3 examines the court system and includes chapters on "The Right to a Fair Trial," "Lawyers and Law," "The Trial," and "Juvenile Justice." The penal system is the subject of the final part. This part examines the problem of punishment, life behind bars for adults and

for juveniles, probation, parole, and the death penalty. Living Law: Civil Justice includes five parts. Part 1, "Consumer Law," gives students a clearer view of their legal rights and responsibilities as consumers. Part 2 defines contracts and examines how various kinds of contracts hold up in court. Part 3 is a study of housing law. The fourth part acquaints students with "their own and others' rights, responsibilities, and liabilities in regard to certain types of negligent and intentional torts." One chapter focuses on accidental injuries and another examines deliberate injuries. The final part is a study of family law, including chapters on "Marriage and After" and "Parents and Children."

## Teaching Procedures

Living Law asks students to engage in a wide variety of learning activities including reading, discussion, role play, value clarification, debate, peer teaching, field trips, writing, and a variety of community-based learning activities. Particular attention is paid to students' abilities to analyze, synthesize, and hypothesize. Students are required to interpret printed data, charts, graphs, pictures, discussion, and verbal interaction. The Teachers' Guides have a standard format for each chapter. They list performance objectives, offer suggestions for introducing the material, provide lesson plans for each section, suggest activities, and include follow-up activities for summing up the lessons.

## Evaluative Data

Youth and the Administration of Justice, the program from which Living Law was developed, was field-tested with a sample of approximately 2100 junior and senior high students in the Los Angeles Unified School District. This testing program measured content learning, attitude changes, and changes in stages of moral reasoning on the Kohlberg scale. Preliminary results are summarized in the Teachers' Guides. Further information is available from Stephen M. Lewin, Project Director, Living Law Program, Scholastic Book Services, 50 West 44th Street, New York, NY 10036.

## McGRAW-HILL SOCIAL STUDIES

Senior Authors: Cleo Cherryholmes and Gary Manson

Publisher: McGraw-Hill Book Company  
Webster Division  
1221 Avenue of the Americas  
New York, New York 10020

Publication Date: 1979      Grade Level: K-6  
Availability: From publisher      Subject Area: Interdisciplinary  
Social Studies

### Overview

The McGraw-Hill Social Studies series is a textbook-based elementary curriculum with materials for grades K through 6. Following the expanding environments content approach, the seven grade levels of the program are developed around three themes--awareness, knowledge, and skills. Among the distinguishing characteristics of the teacher's editions which accompany each text are specific suggestions in each lesson for teaching reading through the lesson, ideas for career awareness activities, and suggestions for evaluation techniques other than paper/pencil tests. Actionbooks (workbooks) which enrich and extend textbook lessons are available for grades 2-6.

### Materials and Cost

McGraw-Hill Social Studies includes materials for 7 grade levels; all student texts, 8 1/8" x 10 1/4", hardbound; Teacher's Editions, 11" x 8 3/4", paperbound

Grade K. Looking at Me. Kit includes Teacher's Edition, 109 pp.; Picture Pak with posters; duplicating masters; and Feelings Record Chart \$103.68

Components may be purchased separately.

Grade 1. Discovering Others.  
128 pp. \$ 4.98  
Teacher's Edition. 204 pp. \$ 9.75  
Picture Pak with posters \$ 70.20

Grade 2. Learning about People. 160 pp. \$ 5.49  
Teacher's Edition. 244 pp. \$ 10.20

Grade 3. Exploring Communities. 256 pp. \$ 6.42  
Teacher's Edition. 344 pp. \$ 10.50  
Grade 4. Studying Cultures. 320 pp. \$ 7.38  
Teacher's Edition. 417 pp. \$ 10.50  
Grade 5. Understanding the United States. 384 pp. \$ 7.98  
Teacher's Edition. 464 pp. \$ 11.01  
Grade 6. Investigating Societies. 448 pp. \$ 8.58  
Teacher's Edition. 540 pp. \$ 12.00  
Additional Materials for grades 2-6:  
Actionbooks \$ .99-\$ 1.98  
Teacher's Editions \$ 1.32-\$ 2.64  
Posters, 24" x 18" \$ 15.00  
Tests (spirit masters) \$ 24.00-\$ 36.00

### Required or Suggested Time

Each level of the McGraw-Hill Social Studies program is designed to supply one full year of social studies instruction. Textbooks are divided into units, chapters, and lessons; the amounts of time required to complete lessons are not specified, although most can probably be completed in one class period of typical length. Extending activities which are sometimes suggested would require additional time in or out of class.

### Intended User Characteristics

The series is intended to be used with typical students in grades K-6. Most teaching strategies are for the entire class; special activities for low achievers or gifted students are not specified. However, the program does pay particular attention to reading

development, with each lesson having specific directions for reading skill or comprehension improvement for both average-reading and poor-reading students. The reading level of the texts, as assessed by the publisher using the Spache Formula, are at grade levels or slightly below. Using the Fry formula, this analyst assessed the texts to be slightly above grade level. The texts reflect appropriate ethnic and sex representations in narration as well as graphics. Teachers should be able to use the program with no special training other than reading the introductory material in the Teacher's Edition.

### Rationale and General Objectives

This program follows the traditional expanding environment approach. According to the developers, the program focuses on the aspect of social studies that will be most relevant in the 1980s: "helping the individual to become more effective in coping with an environment that is changing at a pace unheard of in earlier generations and that makes greater demands upon the individual if the individual is to be successful in life." To promote this effectiveness, the materials center on three themes: 1) awareness--of oneself, of societal values, of the world of work; 2) knowledge--of social science concepts and certain important facts; and 3) skills--in decision making, values analysis, information location and utilization, comparing and contrasting, and map and globe skills.

### Content

Looking at Me helps students understand themselves by examining family relationships, the world around them, and personal feelings. Expanding beyond themselves, 1st grade students using Discovering Others are lead to an awareness of their relationships to others in their family, neighborhood, and country. Grade 2, Learning About People, engages students in studying people by helping them develop "people skills"--observation, communication, decision making. Exploring Communities, grade 3, uses a case study approach and examines four communities--Burlington, North Carolina; Kansas City; Los Angeles; and Montreal. Varying somewhat from other elemen-

tary social studies programs, the 4th grade text, Studying Cultures, focuses on cultures rather than geographic areas, although the cultures studied are geographically diverse. Understanding the United States, grade 5, is a comprehensive examination of geographic features, historical events, and American people. In another departure from other social studies series, the 6th-grade level, Investigating Societies, focuses on four world areas: South America, Africa, China, and Europe. Main ideas are introduced through narrative sections, concluded with "To Do" and "On Your Own" sections. "To Do" sections consist of review questions allowing the student to check his or her progress. "On Our Own" contains questions designed to extend students' thinking. Important concepts are marked in the margin with asterisks. The workbooks contain more extension and reinforcement activities than review.

### Teaching Procedures

Directions for teaching each lesson are provided in the Teacher's Editions. Information included for each lesson is as follows: purpose, student expectations (performance indicators), resources (materials needed for the lesson), reading hints; background information, teaching strategies, evaluation suggestions, and in some cases additional information or activities. Teaching suggestions provide a blueprint for conducting each lesson. The reading hints cover many aspects of reading development such as phonetics, word analysis, vocabulary development, and comprehension. Evaluation techniques include observations, content analysis, or interviews to gather evaluation data. (The paper/pencil tests which accompany the texts are primarily cognitive.) Also included throughout the series are suggestions for career awareness activities. Concluding each Teacher's Edition is a packet of reproducible activity sheets designed to supplement or enrich lessons.

### Evaluative Data

These materials have been classroom tested. An evaluation report is available from the publisher.

## OUR LEGAL HERITAGE

Developer:	Alabama State Department of Education		
Authors:	Russell I. Berry, Marie H. Hendrix, and W. Arthur Heustess		
Publisher:	Silver Burdett Company 250 James Street Morristown, New Jersey 07960		
Publication Date:	1978	Grade Level:	7-10
Availability:	From publisher	Subject Area:	Legal Education

### Overview

Our Legal Heritage can be used with students in grades 7-10 in a semester or year-long course. The book is designed to familiarize students with the American legal system and to help them see how the law affects their daily lives. The eight chapters discuss how the legal system works, the history of United States law, the Constitution and the Bill of Rights, torts, property, contracts, family and juvenile law, and civil and criminal judicial procedures. A case study approach encourages the development of critical-thinking and decision-making skills. The Teacher's Manual lists reference books, media for use in supplementing the course, and addresses and phone numbers of national, state, and local law-focused education programs.

### Materials and Cost

Student Text: Our Legal Heritage. By Russell I. Berry et al. 313 pp., 7 1/4" x 9 3/8", hardbound \$ 5.97

Teacher's Guide: By David N. Cowden. 150 pp., 7 1/8" x 9", paperbound \$ 3.00

### Required or Suggested Time

Our Legal Heritage is designed to be used in either a one- or two-semester course in legal education. For each lesson, the Teacher's Manual suggests the number of 40-minute class periods required for both

options. Lesson One in the first chapter, for instance, requires an estimated three days in a semester course, and four days in a year-long course.

### Intended User Characteristics

The text can be used by 7th-10th grade students within the average range of abilities. The estimated reading level ranges from grades 6-9, based on an analysis using the Fry Graph for Estimating Readability. Law-related terms which may be new to students are either defined in the text itself, at the bottom of the page where the term first appears, or in the glossary at the back of the book. These vocabulary aids and the wide variety of activities offered make the book useful in classes made up of students of the same grade level or in classes where there is a mixture of students from different grade levels. The Teacher's Manual provides background information for teachers when necessary; no special teacher training is required.

### Rationale and General Objectives

The Introduction to the Teacher's Manual states that "Law is the embodiment of a society's values. Indeed, law reflects the very essence of society." The developers feel that each citizen needs to know and understand how our legal system works. The major goal of the text, therefore, is not to produce lawyers, but rather to help students understand the legal system and how it changes with time and to help them see how the law



affects their everyday lives. The case study approach is designed to help students develop skills in critical thinking, analysis, decision making, and problem solving. The developers believe it is important that students think about a case and discuss it before they know the court decision. For this reason, the court decisions for the cases presented are printed in a separate section at the back of the book. Performance objectives are given in the Teacher's Manual for every lesson. A reference to the specific activity that should help students accomplish each objective is also provided. An objective from the lesson on civil trials, for example, is "To distinguish between the two methods of selecting a jury." Following this is a reference to "Activity 1," in which students read a passage from the text and discuss related issues.

## Content

The text consists of eight chapters focusing on various aspects of our legal system, followed by appendices which include court decisions on the case studies presented in the text, an annotated Constitution, and a glossary. Each chapter includes numerous case studies involving real people and real situations. "Our Legal System" is the first chapter. It presents an overview of the court system and discusses sources of laws and the ways citizens can have a voice in the law-making process. The next chapter examines the history of law in the United States. Topics such as the laws and customs of England, reorganization of courts, the establishment of law in the United States, Puritan rule, and the Constitutional convention are discussed. "Constitutional Law," the third chapter, focuses on the Constitution and the Bill of Rights. In the fourth chapter, "Torts," students learn what a tort is and study examples of intentional aggression, negligence, strict liability, and other torts. The fifth chapter is on "Property." Property is defined and case studies dealing with personal property, real property, eminent domain, and renting real property are presented. The next chapter focuses on "Contracts." This chapter defines a contract and discusses making a contract,

breaking a contract, and lack of contractual capacity. In chapter 7, "Family and Juvenile Law," students learn about legal aspects of marriage, wills, and juvenile protection. The concluding chapter is on "Judicial Procedures." This chapter provides an overview of the justice system and discusses both civil and criminal procedures.

## Teaching Procedures

(A case study approach is used throughout the text. Students read narrative followed by case studies and then discuss the cases. To facilitate this discussion, each case study concludes with an open-ended question. For example, one case, following the narrative on intentional aggression, ends with the question, "Is there a battery when an unskilled person tries to treat a person who has been hurt?" Court decisions are included in the back of the text, rather than with the case study, so as not to influence the discussion. At the end of each chapter, exercises are provided which help students review the major terms and ideas presented in the text. Each lesson plan in the Teacher's Manual consists of time requirements for one- and two-semester courses, from one to 12 performance objectives, a list of law-related vocabulary terms introduced in the lesson, background information, answers to review questions, and anywhere from one to 44 activities. The activities are designated as either core activities or additional/alternative activities. The latter may be used in two-semester courses or in place of core activities, depending on the needs and interests of the class. Among the activities suggested are: using the text/reading for information, debate, discussion, research/oral report, interpreting data, analysis, guest speaker, book report, questionnaire, essay, collage, role playing, and mock trial.

## Evaluative Data

The book was critiqued by a director of instruction, two social studies teachers, and an attorney in California, New Jersey, Pennsylvania, and Illinois. The critic readers are identified in the front of the text.

## PEOPLE AND OUR COUNTRY

Authors: Norman K. Risjord and Terry L. Haywoode  
Publisher: Holt, Rinehart and Winston  
383 Madison Avenue  
New York, New York 10017  
Publication Date: 1978  
Grade Level: 9-12  
Availability: From publisher  
Subject Area: American History

### Overview

People and Our Country is a one-year United States history textbook written for high school students of varying abilities. The authors' major objectives are (1) to help students gain an understanding and appreciation of American history so that they will be able to effectively participate in American society as adults and (2) to help them develop reading, geography, and critical thinking skills. The chapters are short and well illustrated with numerous color photographs, illustrations, maps, and paintings. "Sidenotes to History," containing biographical sketches and anecdotes about less well-known Americans, and "Viewpoints to History," containing primary and secondary source materials enliven the text. The major teaching strategies are small and large group discussions and activities based on textbook readings. The Teacher's Guide includes several useful features: skill outlines, a chapter-by-chapter chart of interdisciplinary and cross-disciplinary topics, and two levels of activities for each performance goal.

### Materials and Cost

Student Text: <u>People and Our Country</u> . 842 pp., 7 3/4" x 9 1/2", hardbound	\$11.40
Teacher's Guide. 300 pp., 8 1/4" x 11", paperbound	\$ 5.97
Additional materials: Worksheets. 60 duplicating masters	\$25.95
Tests. 54 duplicating masters	\$25.95

### Required or Suggested Time

The textbook is intended to be used as the basis for a year-long course in United States history. The Teacher's Guide contains 179 lessons, one for each chapter section. While a general time schedule is presented, the amount of time spent on each lesson is left to the discretion of the teacher.

### Intended User Characteristics

People and Our Country was written for 10th-12th grade students of different ability levels. The average reading level, according to the Fry readability formula, is grades 10-11. However, there are many aids that should help the less able student and the slower reader: (1) advance organizers for each unit and chapter; (2) the use of boldface type for important concepts, generalizations, and events; and (3) pronunciations, definitions, and word origins within the text. Textbook questions are of varying levels of difficulty, but are not keyed by difficulty level; thus the teacher must decide which to use. In the Teacher's Guide, two levels of activities are suggested. First level activities, for average and above-average students, are involved and complicated, often requiring independent study. Less able students can participate in second level activities which are geared towards building skills and developing a sense of student achievement. No special teacher training is required.

### Rationale and General Objectives

The major premise of People and Our Country is that "a study of the nation's past

Data Sheet by Regina McCormick.

will give students an understanding of the democratic ideals which have helped to form the American government and way of living from colonial times to the present." The authors hope students will acquire "a lasting interest in human society which will lead in turn to their effective participation in American society as adults." Skill development is a major emphasis of the program. Reading and geography skills are stressed along with the development of skills in areas such as critical thinking, writing, valuing, graphing, observing, and researching. The Teacher's Guide provides specific knowledge and performance goals for each chapter section.

### Content

People and Our Country is a chronological treatment of United States history containing 34 chapters organized into seven units. In Unit 1, "Wilderness Communities," students examine the political, economic, and social life of the American Indian, colonization patterns of the New World, effects that events in Europe had on developments in the Americas, and conflicts which led up to the American Revolution. "Building a Nation" deals with the Revolutionary War, Constitutional history, and the development of nationalism and its culmination in the War of 1812. Students read about western expansion, the Monroe Doctrine, and the development of political parties. Unit 3, "A House Dividing," treats the reform movements of the mid-19th century, the conflicts which led up to the Civil War, the events of the Civil War, and problems of the Reconstruction Era. "Soot, Cinders, and Sin" examines the political and economic problems of the late 1800s, the growth of new industry and the American economy, the contributions of various immigrant groups, the problems that the farmer faced in a market economy, and the beginnings of the labor movement. In "Progressivism: A New Era" students study the history, objectives, and accomplishments of the Progressive reform movement, examine changes in foreign policy between the turn of the century and the end of World War I, and learn how American society changed in the 1920s. The Great Depression, World War II, the Korean War, and the Cold War are the topics of Unit 6, "Fireside Chats and Victory Gardens." The final unit, "Years of Trial and Hope," covers changes in U.S. foreign policy,

the domestic policies of each president from Eisenhower through Carter, the struggle of minorities for equal rights, and the Watergate scandal and examines some of the problems the nation faces in the years to come.

### Teaching Procedures

Students are expected to read textbook selections and to participate in large and small group discussions and activities. They are introduced to the major themes of each unit and chapter through advanced organizers. Each unit begins with a list of knowledge goals, a brief paragraph on the unit theme, and a time line. A short anecdote of an historical figure or event, followed by an outline of the chapter sections introduces each chapter. The Teacher's Guide contains questions to stimulate classroom discussion and many varied activities based on the textbook readings. Students are involved in map activities and role playing situations. They write letters, create campaign slogans, give oral reports, define words, and write paragraphs summarizing main points. Enrichment activities are also suggested. For example, students are asked to write a research paper on different theories dealing with the migration of people to North America or to write poetry or prose expressing the feelings they would have as the mother or father of two sons fighting on opposite sides in the Civil War. Review materials, at the end of each section, chapter, and unit, help students test their own progress and recall specific information. Worksheets contain additional mapping, reading, writing, and research activities for each textbook unit.

### Evaluative Data

In the development stage, one chapter of People and Our Country was field tested with over 1500 students in 13 schools throughout the United States. An evaluation of the field test indicated that students found the program's style of writing interesting, understandable, and readable. The teachers were satisfied with the human interest features of the text, liked the coverage given to mapping and geography skills, and thought that adequate coverage was given to all subtopics. The final edition of the text incorporated the suggestions received from both students and teachers during the field test.



## PSYCHOLOGY FOR LIVING. FOURTH EDITION

Authors: Garlie A. Forehand, Althea J. Horner, Herbert Sorenson,  
and Marguerite Malm

Publisher: McGraw-Hill Book Company  
Webster Division  
1221 Avenue of the Americas  
New York, New York 10020

Publication Date: 1977 Grade Level: 10-12

Availability: From publisher Subject Area: Psychology

### Overview

Psychology for Living, Fourth Edition is designed for a year-long introductory psychology course or for a one-semester course in either basic psychology or human development. The book's 21 chapters are divided into four units of study focusing on human development, basic psychological processes, interpersonal relationships, and mental health and self-realization. Major goals of the book are to give senior high school students a "firm foundation in psychological principles and techniques" and to help them develop a better understanding of themselves and others. The students are primarily involved in reading and discussion activities, supplemented by various participatory activities described in the Work/Study Guide.

### Materials and Cost

Student Text: <u>Psychology for Living, Fourth Edition</u> . By Garlie A. Forehand et al. 447 pp., 8 1/4" x 10 1/4", hardbound.	\$ 8.97.
Teacher's Guide: 80 pp., 8" x 10", paperbound	\$ 2.76
Additional Materials: <u>Work/Study Guide</u> . 95 perforated and punched pages, 8 1/2" x 11", paperbound	\$ 2.76
<u>Tests</u> . 56 duplicator masters, 8 1/4" x 11", paper-bound	\$24.00

### Required or Suggested Time

The Teacher's Manual indicates that this text may be used for either a year-long or a

semester course. Two possible one-semester courses are outlined: one in basic psychology consisting of 14 of the 21 chapters and an alternate course in human development consisting of 15 selected chapters. From one to two weeks of class time should be allowed for each chapter. Although each unit is built on the preceding one, the authors indicate that teachers could begin the course with any unit and rearrange the material to fit a variety of teaching situations.

### Intended User Characteristics

Psychology for Living is intended for use in the senior high school. From a Fry reading analysis, readability is estimated to be at the 9th-grade level. The publisher states that the "increased depth of content" in this edition, including psychological research, case studies, and problem-solving techniques, makes the book especially useful for college-bound students. All students, however, should profit by learning more about themselves and by becoming discriminating consumers of TV programs, theatrical productions, and reading matter with psychological overtones. Teachers need not be experts in the field of psychology to effectively instruct the course; however, some familiarity with the field, would be helpful.

### Rationale and General Objectives

The authors had three purposes in writing Psychology for Living: to explain how psychologists work, to present facts and principles about human behavior, and to help students apply what they learn to improve their understanding of themselves and others. The book presents a positive approach to

psychology; intended to help students to understand and overcome fears, superstitions, hang-ups, prejudices, and stereotypes and to "channel their energy productively." A major goal is to help students realize that their concerns, needs, feelings, and emotions are shared by others. Learning goals, stated at the beginning of each chapter in the student text, are designed to give students specific direction. For instance, a goal for the chapter on "Development of Children" is to "Give examples of the ways in which a child expresses autonomy at different ages."

### Content

Psychology for Living includes 21 chapters organized into four units. Following the introductory chapter, Unit 1, "Human Development," describes how a person's behavior is influenced by previous development and examines developmental tasks of childhood, adolescence, and adulthood. Unit 2, "Basic Processes," discusses experiments and findings covering the workings of the brain and explores questions about learning, motivation, emotions, problem solving, and individual differences. In the third unit, "Interpersonal Relationships," students examine the psychology of social interaction including communication, cooperation, and social relationships in families, between men and women, and in work situations. The final unit, "Mental Health and Self-Realization," discusses psychological processes that occasionally go wrong and examines how psychological problems are treated, how people can deal with their own mental problems, and when someone should seek professional help, as well as the positive aspects of mental health. Each chapter begins with a list of goals and includes marginal vocabulary definitions, a vocabulary list, self-tests for each section, and discussion topics. The text is illustrated with charts and graphs, as well as with black and white photographs pertinent to the text showing people of various ages and ethnic backgrounds.

In addition, four colorful, eight-page pictorial essays on the life cycle, psychology and work, visual perception, and psychology and art are included.

### Teaching Procedures

As students read each chapter they are guided by a list of goals, self-tests, vocabulary aids, and topics for discussion. The Teacher's Manual summarizes major points made in each chapter, noting those with which students might disagree, and offering suggestions for dealing positively with controversies which arise. Answers to self-tests are included and possible responses to the "Topics for Discussion" are detailed along with points to be emphasized, pitfalls to be aware of, and additional student concerns that may arise. An annotated list of films available to supplement each chapter, suggestions for further reading, and a key to the study guide conclude the manual. The Work/Study Guide, available as a supplement to the text, contains reinforcement exercises for each chapter: fill in the blank, true-false, and matching activities. It also contains numerous activities for enrichment suitable for small group or class use. An example is a word-association test in which the group is to determine which of two classmates is guilty of a simulated crime. Each chapter test consists of 20 multiple-choice and matching items geared to the student goals stated at the beginning of each chapter.

### Evaluative Data

The Teacher's Manual states that reviews of the manuscript by five content-area specialists and five high school psychology teachers confirm the validity of the content and its appropriateness for high school courses. Names and schools of the ten reviewers are listed in the student text.

## PSYCHOLOGY: THE HUMAN SCIENCE

Authors: Robert J. Trotter and James V. McConnell  
Publisher: Holt, Rinehart and Winston  
383 Madison Avenue  
New York, New York 10017  
Publication Date: 1978  
Grade Level: 11-14  
Availability: From publisher  
Subject Area: Psychology

---

### Overview

The authors of Psychology: The Human Science have written an introductory psychology text in which they have used "psychological technology to enhance learning and comprehension." To this end, they have included many visuals, used examples from popular literature and the public press to illustrate aspects of human behavior, provided aids for students to use in understanding vocabulary and reinforcing learning, and indicated how psychology's data can be used in everyday life. These features of the book make it suitable for a year-long high school course, although it was written for use in a one-semester college-level survey course. The five units of the text examine biology and behavior, cognition, personality, abnormal psychology, and social psychology. The literary excerpts from works such as Animal Farm and Siddhartha, used to introduce the chapters, are often referred to within the chapter to enhance student interest. The Instructor's Manual accompanying the text summarizes major concepts and suggests related topics, projects and demonstrations, short answer questions, and objective test items for each chapter. Transparency masters illustrating key concepts are also available.

### Materials and Cost

Student Text: Psychology: The Human Science. By Robert J. Trotter and James V. McConnell. 653 pp., 7½" x 9½", hardbound \$13.95

Teacher's Guide: By Joshua R. Gerow and David M. Young. 266 pp., 7½" x 9½", paperbound Free to adopters  
Additional Materials: 91 transparency masters, 8½" x 11", with teacher's script, 36 pp. \$ 40.00

Free with orders of 100 or more texts

### Required or Suggested Time

This text is designed for a one-semester college or junior college survey course. At the high school level, it would be most appropriately used for a one-year course in psychology. If a high school teacher were to use the materials for a one-semester course, topics for emphasis would have to be selected. Because specific teaching strategies are not given, some teacher preparation time for the development of daily lessons will be required.

### Intended User Characteristics

Psychology: The Human Science can be used by high school students with average or above-average reading and learning skills. Reading level ranges from 8th grade through junior college, according to the Fry readability formula. The many illustrations, fictional excerpts, and news stories serve as motivators for the materials; the glossary beginning each chapter and the study guide provided at the end will also help high school students structure their use of the book. People of many ethnic groups, both sexes, and various ages are shown in a variety of

---

Data Sheet by Laurel R. Singleton.

settings. Although no special teacher training is required to use the materials, a background in psychology would be helpful to the teacher.

### Rationale and General Objectives

**Psychology:** The *Human Science* was written to be an "interesting and enjoyable as well as informative" introduction to psychology. To meet this goal, the authors selected the content with the intent of giving students "an overview and understanding of the field of psychology, insights into how psychologists and social scientists go about their business, and indications of how psychology's data can be applied to everyday life." To enhance the interest level, the authors have drawn on literary episodes illustrating various aspects of human behavior, used numerous visuals, and included news stories. Specific learning objectives are listed at the beginning of each chapter in the student text. For example, after completing the chapter on "Social Behavior," students should be able to "Discuss the effects of territoriality and crowding on human behavior."

### Content

The text consists of 17 chapters organized into five major units and an introduction and conclusion. Each chapter begins with a problem statement and a list of objectives for the chapter. These are followed by a glossary of key terms and concepts used in the chapter. The glossary is placed at the beginning of the chapters so students can acquaint themselves with necessary vocabulary before beginning to read. The body of each chapter begins with a literary excerpt which is then referred to throughout that chapter. These are taken from works such as *Lord of the Flies*, *The Diary of Anne Frank*, *A Clockwork Orange*, *Soul on Ice*, *One Flew Over the Cuckoo's Nest*, and *The Bell Jar*. At the end of each chapter are a summary, suggested readings, a study guide, and a news story from a popular scientific journal related to the major topic of the chapter. The introduction, "What is Psychology?"; defines modern psychology and briefly describes its development and some of its major schools. It also provides a brief discussion of experimental methodology. Unit 1 treats biology and behavior. It focuses on evolution, the brain, biological effects on

behavior, sensation, perception, sleep, drugs, perceptual development, motivation, and emotion. Unit 2 is devoted to cognition. Attention is given to learning, language, intellectual development, memory, and intelligence. Intelligence testing and retardation are also addressed in this unit. The third unit, "Personality," discusses theories of personal development and personality, methods of assessing personality, and means of personal adjustment. Unit 4 covers abnormal psychology. Chapter titles in this unit are "Normal Versus Abnormal" and "Therapy." The last unit, "Social Psychology," deals with social behavior, attitudes, propaganda, interpersonal relationships, and socialization. The concluding section of the book discusses the future of psychology. An appendix provides a simple, nonthreatening discussion of the use of descriptive and inferential statistics.

### Teaching Procedures

The *Instructor's Manual for Psychology: The Human Science* is a combined teacher's guide and test file. A list of audiovisual aids, with an annotated listing of from two to ten films applicable to each chapter, is included in the introductory pages. For each chapter of the student text, the instructor's manual provides the following: (1) an overview of the major concepts taught in the chapter; (2) topics for expansion which the teacher can use to supplement the reading in the student text; (3) three to six projects or demonstrations for use in stimulating student involvement; (4) ten short-answer questions which can be used on tests or for discussion; (5) sixty objective test items; and (6) a set of student-oriented comprehension exercises which can be used as in-class projects, discussion stimulators, or exam items. The activities suggested as projects or demonstrations are varied and include role playing, original and secondary research, debates, use of realia and audiovisual aids, field trips, and class visits from experts.

### Evaluative Data

Students at the University of Michigan and Washtenaw Community College in Michigan evaluated the book during the developmental stages. Their input was used to establish the reading level and the number of motivators in the published version.

## SCOTT, FORESMAN SOCIAL STUDIES

Directors: Joan Schreiber, William Stepien, Geneva Gay,  
and Alan J. Hoffman

Publisher: Scott, Foresman and Company  
1900 East Lake Avenue  
Glenview, Illinois 60025

Publication Date: 1979      Grade Level: K-7

Availability: From publisher      Subject Area: Interdisciplinary Social Studies

### Overview

A newly developed elementary program, the Scott, Foresman Social Studies series offers material for grades K through 7. Although individual texts are untitled, the materials follow the expanding environment content approach with K-3 focusing on family, neighborhood, and community, grade 4 on world regions, grade 5 on U.S. history, and grade 6 on world cultures. The grade 7 offering is unusual with its focus on the role of the adolescent in today's world. The materials are distinguished by high-interest level content and the inclusion of many activity suggestions within the students' texts.

### Materials and Cost

Scott, Foresman Social Studies includes materials for 8 grade levels; all student texts grades 1-7, 8" x 10 1/4", hardbound; teacher's editions, 9 1/2" x 10", spiralbound

K-1. Text: 80 perforated pages, 11" x 8 1/4", paperbound	\$ 2.88
Teacher's Edition: 144 pp.	\$ 3.96
Grade 1. Text: 168 pp.	\$ 4.98
Teacher's Edition: 184 pp.	\$ 7.77
Grade 2. Text: 200 pp.	\$ 5.67
Teacher's Edition: 216 pp.	\$ 8.70
Grade 3. Text: 278 pp.	\$ 6.66
Teacher's Edition: 278 pp.	\$10.26
Grade 4. Text: 374 pp.	\$ 6.96
Teacher's Edition: 374 pp.	\$10.35

Grade 5. Text: 396 pp.	\$ 7.95
Teacher's Edition: 396 pp.	\$ 11.19
Grade 6. Text: 436 pp.	\$ 8.28
Teacher's Edition: 436 pp.	\$ 11.58
Grade 7. Text: 420 pp.	\$ 8.49
Teacher's Edition: 451 pp.	\$ 11.97
Additional Materials: Workbooks. Grades 1-7, 61-109 pp., paperbound	\$1.80--\$2.19
Teacher's Editions of Workbooks	\$2.25--\$2.97
Testbooks. Grades 3-7, 32 pp., paperbound. Package of 10 (Teacher's Answer Key included)	\$ 4.95

### Required or Suggested Time

Materials at each grade level are designed to provide a full year's school work. Each text is organized into lessons (grades 1-3) or chapters (grades 4-7) which aim to develop one main idea during one week of social studies classes. The time required to complete each lesson is stated in the Teacher's Edition; most are of one day's duration. Extending activities require either out-of-class or additional in-class time.

### Intended User Characteristics

The Scott, Foresman Social Studies series provides materials for the typical range of students in grades K through 7. Although aimed at "average" students, the program attempts to accommodate individual differences by providing activity suggestions in the Teacher's Editions to extend or reinforce learning for both advanced and slow-learning

Data Sheet by Sharryl Hawke.



students. Scott Foresman states that texts are written at grade-level reading as measured by Spache and Dale-Chall formulas. An analysis based on the Fry graph indicates slightly higher reading levels. The graphics and content treat both sexes and a variety of racial and ethnic groups fairly. Teachers can use the series without inservice training.

### Rationale and General Objectives

Although the developers of Scott, Foresman Social Studies do not state an explicit rationale or philosophy the program seems to be based on a commitment to offer students an interdisciplinary social studies experience based on seven concepts "representing universal human concerns." The seven concepts are self-identity, socialization, interdependence, diversity, choices, power, and change. The three major teaching objectives of the program are: to teach children about the world and its people by equipping them to use facts and ideas drawn from the social sciences; to help children learn, practice, and apply a variety of skills appropriate to social studies; and to prepare children to be active and effective citizens. Specific knowledge and skill objectives are listed. The introductory material states that "social skills" are also developed but such affect objectives are not specified in the lessons. However, much of the texts' content is affect oriented and lends itself to affective teaching.

### Content

The eight grade levels (K-7) of the program follow the expanding environments approach to content as follows: grades K-3--family, home, school, community; grade 4--world regions; grade 5--U.S. history; grade 6--world cultures; grade 7--the world and an adolescent's place in it. Within each text, content is organized around the seven concepts stated in the above section. However, different content is used to develop the concepts at each grade level. For example, the concept of change is explored in grade 1 in terms of a child's family moving to a new home, in grade 5 by exploring the changes American society underwent during the late 1940s and 1950s, and in grade 7 by examining how one change leads to another in

the growth of a city. In addition to the development of the seven concepts, four other content areas are given attention in pages with special borders; these are environments, careers, consumer concerns, and law. Three skill groups are emphasized: reading/study skills, map and globe skills, and reading/thinking skills. Skills are developed in special pages labeled "When You Read" or "When You Read Social Studies," in a special section at the conclusion of each text, and in activities in the Teacher's Editions. Both knowledge and skill objectives are taught through a variety of content forms including graphics, stories, cartoons, original document reproductions, plays, and poetry as well as narrative. The workbooks contain knowledge and skill activities to reinforce the text lessons. Textbooks for grades 3-7 were not available for this analysis.

### Teaching Procedures

The instructional materials consist of a Teacher's Edition at each grade level. The format is a reduced student text page with teacher information in right- and left-hand margins. Each lesson contains the following information: teaching time, knowledge and skill objectives for the lesson, vocabulary words, preliminary activity suggestions, strategies for developing the lesson, answers to review questions, and additional activities; however, the emphasis (especially at upper grade levels) is on discussion strategies. A substantial number of activity suggestions, such as making a tambourine or preparing a time capsule, which would typically be included in the teacher's guide are included in the student material in the series. The "additional activities" sections are directed toward interested students, the whole class, or small groups and labeled as easy, whole class (assumedly for "average" students), and challenging. A quick review of the guides indicates there may be more suggestions in the challenging/interested students categories than in the "easy" category.

### Evaluation

Prepublication field testing was done with more than 2,000 students in various locations. For information on results of the field tests, contact the publisher.

## SEARCH FOR IDENTITY, THE: MODERN AMERICAN HISTORY

Author:	John Edward Wiltz		
Publisher:	J.B. Lippincott Company Educational Publishing Division East Washington Square Philadelphia, Pennsylvania 19105		
Publication Date:	1978	Grade Level:	10-12
Availability:	From publisher	Subject Area:	American History

---

### Overview

The Search for Identity: Modern American History is designed for a year-long, senior high school course in United States history. The first unit summarizes colonization to the Civil War. Remaining units focus on modern history, from the Civil War to the beginning of the Carter administration. Students should be average or accomplished readers to gain the most from the text; however, a "minimal reading program," which requires slow readers to read only section summaries, is featured. Teaching strategies include reading assignments, review exercises, and inquiry and discussion activities and encourage the development of analytical skills, as well as map and statistical skills.

### Materials and Cost

Student Text: The Search for Identity: Modern American History. 876 pp., hardbound \$10.98

Teacher's Manual: 111 pp., paperbound \$ 1.98

Additional Materials: Tests. Cardboard box contains answer key and duplicating masters for 7 five-page unit tests, 1 five-page midterm test, 1 six-page final examination \$ 7.20

### Required or Suggested Time

The Search for Identity is a basal text for a year-long American history course. It consists of 21 chapters organized into seven

units. If each chapter is completed in approximately one and one half weeks, students should be able to cover the entire text.

### Intended User Characteristics

The book is designed for senior high school students. The reading level, based on Fry's Graph for Estimating Readability, ranges from 11th grade through college. However, to assist poor readers and to help more accomplished students distinguish important concepts, a Minimal Reading Program has been included. Study guides summarize the most important information for each subsection of a chapter and, according to the author, are written at a lower vocabulary level than the rest of the text. Other than the 15 one- to two-page photo essays, there are relatively few pictures included. This may make the text seem formidable to some poor readers in spite of the Minimal Reading Program. Accomplishments of ethnic minorities and women are integrated into the text. No special teacher training is required.

### Rationale and General Objectives

"The Search for Identity is based upon the author's belief that knowledge of the past should contribute to our understanding of the present and prepare us to cope with the future. For this reason the producers of this text have presented, within a historical framework, an interdisciplinary approach which uses concepts from all the social sciences . . . ." To quote the author, "The future success of American democracy rests in large part upon citizens' being able to form reasoned values and to recognize what is

truly in their own and in their society's best interests." Skills to be developed in studying history include analyzing information; understanding chronology and the nature of cause and effect relationships; communicating orally and in writing; and discussing, interacting, and cooperating with others. This book particularly emphasizes map and statistical skills. Seven general behavioral goals are listed, such as "demonstrating a belief in equal rights for others regardless of race, creed, or sex" and "showing interest in cooperative solutions to social problems." Specific knowledge objectives are provided for each chapter.

### Content

The Search for Identity focuses on modern American history. Six of the text's seven units are devoted to the period from the Civil War to the present. The first unit, "A Nation Established," condenses American history prior to the Civil War, focusing on the European settlement of America, colonial life, the American Revolution, the Constitution, and life in the United States from 1800-1840. Relations between Native Americans and the settlers are also covered; however, an in-depth examination of Native American life prior to colonial times is not included. The remainder of the units examine the Civil War, Reconstruction, and the effects of Reconstruction on blacks; growth of business and industry, American politics from 1868 to 1896, and western expansion; the McKinley administration, the Progressive era, and World War I; the period between the two wars, including the time of normalcy, the Great Depression, the New Deal, and background to World War II; postwar issues and the administrations of Truman and Eisenhower; and the period from 1960 through the inauguration of Jimmy Carter, including a discussion of events such as the Bay of Pigs, the Cuban Missile Crisis, landing on the moon, the Vietnam War, Water-

gate, and the Bicentennial year, and a description of social issues such as equal rights for women and ethnic minorities and the environment. Each chapter includes a time line; summaries of each subsection; several pictures with captions often posing open-ended questions; maps, charts, and graphs; and review exercises, open-ended topics for discussion, research subjects, and projects and activities for further study. The text also includes 15 "Historical Picture Albums," a historical atlas, the Declaration of Independence, the Constitution, and a statistical appendix with questions.

### Teaching Procedures

Students using this text will be primarily involved in reading, review, and discussion. For each chapter, the Teacher's Manual summarizes the central themes and issues, lists knowledge objectives and vocabulary terms, refers to projects in the text which will sharpen map and statistical skills, suggests an inquiry activity, and provides answers to review questions. The author stresses the importance of involving students in historical issues and problem solving. The inquiry activities and discussion topics and projects are particularly useful for this purpose. For example, one discussion topic asks students "How did the Populist revolt give impetus to racial discrimination and segregation in the South?" The Teacher's Manual also includes special suggestions for helping poor readers and teaching minority students. A set of objective tests is available for evaluation purposes.

### Evaluative Data

No formal field tests have been conducted on The Search for Identity. However, this version is based on comments and suggestions from teachers and students who used the 1973 edition of the text.



## SOCIOLOGY: UNDERSTANDING SOCIETY

Authors: ~~Peter~~ I. Rose, Penina M. Glazer, and Myron Glazer  
Publisher: Prentice-Hall, Inc.  
Educational Book Division  
Englewood Cliffs, New Jersey 07632  
Publication Date: 1978      Grade Level: 10-12  
Availability: From publisher      Subject Area: Sociology

---

### Overview

Sociology: Understanding Society is a flexible text for high school students that may be used in a quarter-long, semester-long, or year-long introductory sociology course or as the basis for a social problems course. Major units of the text focus on society and culture, the socialization process, problems of social mobility, and continuity and change. A special unit on the process of conducting sociological research concludes the text. Three full-color photo essays, numerous case studies, first person accounts, and marginal definitions of new and unfamiliar words are included to make the text interesting and clearly understood.

### Materials and Cost

Student Text: Sociology: Understanding Society. By Peter Rose et al. 470 pp., 8 1/2" x 10 1/4", hardbound \$ 9.48  
Teacher's Guide: By Deborah A. Parks and Thomas R. Leidich. 200 pp., 6" x 9", paperbound \$ 3.51

### Required or Suggested Time

The Teacher's Guide describes multiple course options for using the text since the time allotted for sociology courses varies from one high school to another. The options suggested are a year-long course; two, one-semester courses in introductory sociology—one for very able students and one for students of average ability; a quarter course in the traditional topics of sociology; a quarter course on the basic nature and scope of

sociology with an overview of social problems; and a semester course on social problems. For each option, the Guide suggests selected chapter readings and estimated class time required for each chapter to be covered adequately. Generally, one to two weeks are allowed for each chapter.

### Intended User Characteristics

Sociology: Understanding Society is designed for use by both college-bound and noncollege-bound senior high school students within the normal range of intellectual capability. The average reading level is 10th grade based on an analysis using the Fry Graph for Estimating Readability. As an aid to students with reading difficulties, the Teacher's Guide suggests, for each chapter, supplementary reading activities designed to help students develop good reading techniques and habits. Though some knowledge of sociology would be helpful, there are no special teacher qualifications required to use the text for any of the course options outlined in the Teacher's Guide.

### Rationale and General Objectives

The authors' stated goal is "to offer high school students a lively, interesting, and challenging introduction to the ways sociologists investigate, describe, and analyze social life." The purpose of the text is to help students understand society in the broadest sense of the term and to stimulate them to become personally involved in the content investigated. According to the Teacher's Guide, students using the text should learn to appreciate "the scientific nature of sociology

---

Data Sheet by Kenneth A. Switzer.

and become more thoughtful about what they do and see, and how they behave and what they hope to be." For each chapter, the Teacher's Guide specifies knowledge objectives, skill objectives, and attitude objectives for major concepts covered in the chapter. For example, in the chapter on "Roles and Relationships," objectives identified for the concept of "labels" are: (1) knowledge objectives--to define status, to distinguish between assigned status and achieved status, to understand the use of labels; (2) skill objectives--to list examples of statuses students have been assigned and statuses they have achieved; (3) attitude objectives--to realize each of us has a number of statuses and to recognize the value of labels.

### Content

Sociology: Understanding Society is organized into five units. Unit One introduces some of the basic concepts of sociology, including culture, society, norms and values, roles, and relationships. The second unit explores the ongoing process of socialization among children, adolescents, and adults. It also deals with the concept of "resocialization," discussing military training camps, mental hospitals, prisons, and concentration camps. Unit three deals with the problems of social mobility. This unit investigates the structure of society and, particularly, the significance of social class, race, ethnic group membership, and poverty in the United States. The fourth unit covers the processes of continuity and change as reflected in the nature of community, the character and quality of urban life, and the sources and consequences of social change. The final unit differs in form and style. It focuses on the research process and is designed to help students learn to identify problems, form hypotheses, gather data, conduct surveys, analyze data, and prepare research reports. The text concludes

with a detailed glossary of sociological terms, a list of the contributions of significant sociologists, and an annotated bibliography of relevant source materials. Throughout the text, each chapter concludes with a brief recap or summary and chapter application suggesting brief extension activities designed to broaden student experience and exposure.

### Teaching Procedures

The Teacher's Guide suggests procedures involving students in a variety of skill-building activities, including individual and group work, recitation, role-playing, gathering and analyzing data, critically using written and pictorial materials, and drawing generalizations and conclusions. For each chapter of the student text the Teacher's Guide presents a brief overview; objectives; a list of important personalities, names, and ideas; a series of introductory, developmental, and culminating activities from which to choose; test items; and supplementary reading activities. Numerous and varied activities are suggested, allowing teachers to select those that are most appropriate to the students and the individual teacher's style. This also allows for flexibility in the amount of time devoted to each chapter, the degree of in-depth student involvement in exploring a given content area, and the instructional processes used.

### Evaluative Data

High school teachers from Florida, California, Michigan, Georgia, Kansas, New York, and Texas assisted during the development of the text by reading the manuscript, using selected lessons in their classes, and having students read portions of the text for readability and interest level. Many of their suggestions were incorporated into the published edition of the text.

## THESE UNITED STATES

Authors: James P. Shenton, Judith R. Benson,  
and Robert E. Jakoubek

Publisher: Houghton Mifflin Company  
One Beacon Street  
Boston, Massachusetts 02107

Publication Date: 1978      Grade Level: 11-12

Availability: From publisher      Subject Area: American History

---

### Overview

These United States is a one-year United States history textbook written for senior high school students. It is the authors' goal to help students gain a positive view of America and to help them understand the pluralistic nature of American society. Throughout the text, the roles and contributions of women and minorities from colonial times to the present are stressed. The 9th- to 10-grade reading level, the use of advance organizers, and the definitions of new vocabulary within the text make this textbook especially suitable for the average senior high school student. The chapters are short and well illustrated with numerous art reproductions, color photographs, drawings, maps, and cartoons. The major teaching strategies are classroom discussion based on textbook readings and class activities including role playing, debates, library research, and games.

### Materials and Cost

Student Text: These United States. By James P. Shenton et al., 768 pp., 7 1/2" x 9 1/4", hardbound \$11.82

Teacher's Guide: By Judith R. Benson, 158 pp., 8 1/2" x 11", paperbound \$ 4.44

Additional Materials: Tests. 65 duplicating masters, 8 1/2" x 11" \$19.98

### Required or Suggested Time

The textbook is intended for a one-year course in United States history. Each of its

30 chapters are broken down into four or five sections requiring one day's work or assignment. Classroom activities, research topics, and supplementary readings suggested in the textbook and Instructor's Guide can be assigned at the teacher's discretion.

### Intended User Characteristics

This textbook was written for senior high school students. According to the authors the reading level is "within the capabilities of the average high school student." New vocabulary is italicized and explained in the text. The Fry readability formula indicates the average reading level to be at the 9th to 10th grade level. The advance organizers, short chapter sections, generous use of visuals, amusing vignettes, many optional activities of varying degrees of difficulty, and varied teaching methods make the text suitable for high school students of varying abilities. No special teacher training is required.

### Rationale and General Objectives

The authors believe that These United States will help students develop a "positive view of America and its place in the world." The text is designed to give students an honest, straightforward account of the past mistakes made by the American people, while at the same time showing how, in many instances, Americans have learned from these mistakes and have often corrected them. A second emphasis is on the pluralistic nature of American society and the many contributions of minority individuals. For example, the text traces women's struggle for equal rights; shows the American Indians as the

---

Data Sheet by Regina McCormick.

original inhabitants of the land, tracing their generally tragic dealings with the white settlers; and, in a running feature entitled "Other Americans," describes the accomplishments of minority individuals, some well-known but most obscure. The authors believe that reading and history are clearly related and that reading skills should be taught at the high school level. They state that it is the task of social studies teachers to reinforce reading skills such as how to organize and evaluate information, analyze cartoons, recognize propaganda, determine fact from fiction and increase vocabulary. Study aids that teach these and other reading skills form an integral part of These United States.

### Content

The text presents a chronological history of the United States with an emphasis on modern history. Almost half of the text deals with the twentieth century and six of the 30 chapters treat events since World War II. The chapters are organized into seven units. In Unit I, "A New World," students examine the American Indian culture and life in colonial America, and learn about the Revolutionary War and constitutional history. "A New Nation" focuses on the establishment of the Federal Republic, Jeffersonian democracy, western expansion and a growing nation, and the Jacksonian era. Industrialization, the ante-bellum South, the Mexican War, slavery, and the Civil War are dealt with in "A Time of Trial." In Unit IV, "A Time of Change," students study about the reconstruction era, industrial expansion, labor problems, immigration, the women's movement, and other challenges facing the new nation at the beginning of the twentieth century. Unit V, "A World Power," discusses the rise of the United States to a world power, World War I, prosperity and changes of the 1920s, the Great Depression, and the New Deal. In "A World Leader," World War II, postwar problems, the Cold War, and the affluence of the 1950s are dealt with. The final unit, "A New Direction," covers the Kennedy and Johnson presidencies, the stress and cultural changes of the sixties and seventies, Watergate, and the election of Jimmy Carter.

### Teaching Procedures

The student is expected to read the textbook; analyze American art, sketches, photographs and maps; and discuss the materials in large and small groups. Students are also involved in many classroom activities. For example, they write diaries of an imaginary journey through the American colonies in the 1700s; hold a debate on the value of television for news, education, and entertainment; write a report on one of the women's rights leaders; draw cartoons contrasting the feelings of the North and South over John Brown's raid at Harper's Ferry; and participate in games and simulations. The textbook contains many helpful study aids. Students are introduced to the major theme of each chapter through a piece of American art accompanied by a caption intended to stimulate classroom discussion. A time chart listing the important events and dates discussed in the chapter also provides students with a chapter overview. Each chapter section begins with a "Read Here or How" feature listing the important topics to be covered. Brief exercises, under the heading "Try This," are provided at the end of each chapter section to help students review. In the "Roundup" of each chapter several study aids are included. These are: "Who?" "What?" and "Where?" - lists of people to identify, terms to explain or define, and places to locate; "Know This" - four or five recall questions for each chapter section; "Dig Here" - topics for further reading or research for advanced students; "Do It" - suggestions for class activities; and "Then and Now" - questions which help students link past and present. Other textbook study aids include unit tests for self-review and brief bibliographies of popular, readable books. The Instructor's Guide provides an overview of each textbook unit; an overview, list of objectives, and discussion of new vocabulary for each chapter; and specific teaching procedures and activities for each chapter section.

### Evaluative Data

The published version of These United States has not been field-tested.

## URBAN COMMUNITIES

Authors: Irving Cutler, Peter Senn, Jack Zevin, Margaret Branson  
and Robert H. Ratcliffe.

Publisher: Charles E. Merrill Publishing Company  
1300 Alum Creek Drive  
Columbus, Ohio, 43216

Publication Date: 1978      Grade Level: 9-10 (11, 12)

Availability: From publisher      Subject Area: Urban Studies

---

### Overview

Urban Communities is a textbook about cities--their origin, development, and present condition. Through an examination of urban life the authors intend to increase students' awareness of the geographic, political, economic, and social forces which affect them on a personal basis. The book is designed for advanced junior high school students and high school students of average reading ability. The materials can be used in a full-year course, in a sequence of short courses, or to supplement courses such as history, economics, sociology, and current events. The Teacher's Guide contains background information and suggestions for further activities such as discussion questions, community involvement projects, role playing, research projects, and field trips. Analytical and decision-making skills are encouraged by these activities and activities at the end of each chapter.

### Materials and Cost

Student Text: <u>Urban Communities</u> . By Irving Cutler et al. 462 pp., 7½" x 9½", hardbound	\$ 7.95
Also available in 4 paperbound volumes	\$ 2.25 each
Teacher's Guide: 125 pp., paperbound	\$ 3.30
Additional Materials:	
Media Package	\$85.00
Evaluation Program	\$21.00

---

### Required or Suggested Time

The single-volume edition can be used as the basic text for a one-year course in urban studies. Each unit may be taught separately for shorter courses or used to supplement related courses. Each of the 28 chapters requires approximately one week to complete. Activities in the text and Teacher's Guide require at least two additional class periods and could be extended over several days at the discretion of the teacher.

### Intended User Characteristics

The publisher states that the materials are appropriate for both junior and senior high school students. Reading level according to a Fry readability analysis ranges from grades 6-10. This would suggest that the source materials be used only by advanced students in 7th and 8th grades. Filmstrips, discussion questions, and involvement activities might assist poor readers but would not be sufficient for them to succeed in the total program. The book does little to trace the arrival and settlement of various racial and ethnic groups, but it does seem particularly useful in helping minority students develop a positive self-image. Although no special teacher training is required, teachers should be willing to spend time assisting students in community involvement activities.

### Rationale and General Objectives

The authors of Urban Communities state that since more than 70 percent of the U.S. population now lives in metropolitan areas, it

Data Sheet by Paul T. Mulloy.



is becoming increasingly difficult to escape the influence of urbanization. "For this reason it becomes important to learn about cities . . . and the forces in them that are affecting our daily lives." Readings and case studies are included in each chapter to stimulate curiosity and interest among the students. Activities are designed (1) to encourage students to study their own cities and (2) to help them develop skills of group discussion, interviewing, research, map reading, and short and long range planning.

### Content

The material is presented in four units, each written from the viewpoint of a different social science discipline. Unit I, "Urban Geography," discusses the origin of cities as a response to people's needs, the history of urbanization in the United States, the location and internal structure of cities, effects of transportation on cities, the relationship between city and suburbs, and effects of planning upon urban areas. Unit II, "Urban Economics," develops the rationale for an organized economic system; introduces the fundamentals of our own system; and explains the production of goods, the exchange and distribution of goods and services, economic problems of cities, economic choices open to people in an urban economy, and economic goals of our society. Unit III, "Urban Law and Government," analyzes the structure and authority of local government; states the problems of urban government and offers some possible solutions; and describes the relationship of local government to law enforcement, political power, and legal issues. Unit IV, "Urban Sociology," examines the relationship between urban living and the feelings and interactions of individuals and groups. Childhood, schools, the aged, poverty, and ethnic groups, and how planning can serve people's needs are discussed. Each chapter begins with an overview question which is answered by the content of the chapter. Major concepts are presented in the narrative, as well as in readings and case studies which include interviews, science fiction stories, news articles, autobiographies, and court cases. The book is well documented with visual materials in the form of charts,

maps, and photographs. A glossary of key terms and a careers chart are included.

### Teaching Procedures

The Teacher's Guide lists general goals and behavioral objectives for each chapter. These are followed by background information on key ideas, an opening activity, specific teaching strategies, extending activities, and suggested resources for teachers and students. The teaching strategies primarily involve students in reading and discussion activities. The opening activity and suggested extending activities encourage students to recognize problems and questions, examine evidence, formulate and test hypotheses, and draw conclusions. For example, in "Urbanization of the United States," the opening activity asks students to chart the relative growth rates of Boston, New York, and Philadelphia, and to hypothesize why the growth rates of cities shift. The students test their hypothesis by examining items such as site locations, transportation connections, early immigration patterns, and so on. "Extending the Activity" helps students relate their own lives and community experiences to the concepts presented in each chapter. For example, in "The Economy of Cities," students research the financial situation in their community in terms of the property tax rate, funding from other levels of government, and major expenditures the community faces in the near future. The test booklet conforms with the content and can be used to evaluate student progress.

### Evaluative Data

Urban Communities was field-tested in selected 9th- and 10th-grade urban studies classes in Columbus, Ohio and Milwaukee, Wisconsin. According to the publisher the results of this effort indicated that the material was relevant and contemporary, the reading level was suitable for heterogeneous grouping, and the economic unit was the most difficult to understand. These results are not published or generally available. Changes made in the final edition of the book included the addition of 48 new terms to the Glossary, six readings adapted to a lower reading level, and several new photographs.

## SUPPLEMENTARY AND NONPRINT MATERIALS



## AFRO-CITY: ABEOKUTA, NIGERIA

Author:	Ray Glazier		
Publisher:	Abt Associates Games Central 55 Wheeler Street, Cambridge, Massachusetts 02138		
Publication Date:	1973	Grade Level:	7-12
Availability:	From publisher	Subject Area:	African Studies

---

### Overview

Afro-City is a two-week unit for junior or senior high school students focusing on the geography, culture, and history of Abeokuta, Nigeria. The unit is designed to create an awareness of universal factors in all cultures and a respect for the African heritage of twentieth-century America. Various strategies are used throughout the unit including audio-visual presentations, readings, discussions, a game, and student projects.

### Materials and Cost

Materials Package: Plastic bag, 12" x 15 1/2"; contains Teacher's Manual, 48 pp. 8 1/2" x 11", spiralbound; sound filmstrip; 2-sided cassette; wall map, 28" x 22"; 30 copies Life of the Egba Yoruba, 28 pp., 8 3/8" x 10 3/4", paperbound; 6 student project folders, 2-4 pp. each; Slave Coast Game consisting of 30 different role profiles, 30 Scenario and Rules/Game Map; 146 sheets Resource Tokens to be cut

\$80.00

### Required or Suggested Time

The Teacher's Manual presents lesson plans for a ten-day unit. The unit can be shortened by eliminating some of the student projects or lengthened by taking two days each for lessons two, three, and four and three days, rather than two, for the Slave Coast Game.

### Intended User Characteristics

Afro-City is designed for junior and senior high school students, although it has also been used successfully with upper elementary students. The average reading level of the student text, Life of the Egba Yoruba, is 9th to 10th grade, according to a Fry readability analysis. The Manual points out that the unit is especially motivating for black students since it "speaks to the origins of many of today's Black Americans." From 22 to 38 students can participate in the Slave Coast Game. For this, a large space is needed, such as a gymnasium, school stage, or outdoor area. There is an absence of female roles in the game; according to the author, this "is neither oversight nor male chauvinism. . . it is merely a reflection of the historical insignificance of women in the political and social system being simulated." The unit is useful as a supplement to ongoing social studies classes or as a short course on African studies.

### Rationale and General Objectives

"The main aim of these teaching materials is to point up similarities and common factors in all cultures. . . . Students should always be encouraged to seek out counterparts in their own society to those aspects of Yoruba life under discussion." A primary objective is to "create respect in students of all races for the African heritage of twentieth-century America." The Slave Coast Game is designed "to present meaningfully the factors at work in this historical situation, not to reproduce the exact history of the period." The various student projects aim "to encourage individ-

---

Data Sheet by Judith E. Hedstrom.

ual inquiry and further many skills not usually associated with traditional social studies, as well as to develop a more social scientific approach to the study of man, his societies, his ways." Among the skills students practice are artistic skills, creative writing, model making according to scale, and research skills.

#### Content

In Afro-City, an anthropological and historical approach is used to acquaint students with the Nigerian kingdom of Abeokuta and its connections to America by the slave trade. Students learn about the geography, family life, life cycle, religion, laws, customs, economy, government, and history of Nigeria. In the Slave Coast Game, they assume the roles of king, village rulers, British consul, slave and goods traders, military leaders, missionaries, and ex-slaves and simulate a "carefully researched approximation of a real-life historical situation in Abeokuta circa 1850."

#### Teaching Procedures

The first four days students view the filmstrip and read about and discuss various aspects of Nigerian life. The Teacher's Manual suggests that the various student projects supplement these discussions. These include cloth dying, cooking, building a model house, making an "oracle," designing a wall mural, and various writing projects. On days five and six students participate in the Slave Coast Game. Brief sketches of characters are provided in the Teacher's Manual, allowing

teachers to typecast if they wish. Students read the Scenario and Rules sheet and their own role profiles and goals. Play begins after students find their locations, as indicated on the game map. During play students plan military strategies, engage in "battles," negotiate treaties, trade goods and slaves, travel, confer, and persuade. Suggestions for a post-game discussion are included in the Manual. On the seventh and eighth days students listen to a simulated oral history tape and read about the actual history of Abeokuta and Nigeria. Real events are then compared to events in the Slave Coast Game. The last two days students plan for and put on a Yoruba Day Fair. Student projects are exhibited and other classes can be invited. Hints for the presentation of each student project are given in the Teacher's Manual. The Teacher's Manual concludes with a vocabulary list, a Yoruba glossary, and an annotated "Africana Bibliography" with grade-level references.

#### Evaluative Data

"The multi-media Afro-City materials were tested by four classes of more than 80 students and the overall unit evaluated by three educators in three highly diverse learning situations: a predominantly white suburban public school in the Midwest, an integrated private day school in the Mid-Atlantic region, and a virtually all-Black community 'nonschool' in the Northeast." The units were utilized for 11 to 15 days in 9th- and 10th-grade classes. The results, which were mostly favorable, are summarized in the Teacher's Manual.

## BIG BOOK OF PEOPLE AND WORDS, THE

Authors:	Sandra Nina Kaplan, Sheila K. Madsen, and Bette Taylor Gould		
Publisher:	Goodyear Publishing Company, Inc. 1640 Fifth Street Santa Monica, California 90401		
Publication Date:	1976	Grade Level:	2-6
Availability:	From publisher	Subject Area:	Affective Education and Human Relations

---

### Overview

The Big Book of People and Words contains hands-on, ready-to-use posters, games, and activity cards which emphasize affective learning for elementary grade students of all ability levels. The book is arranged into three sections--"People and Their Feelings," "People and Their Groups," and "...and Other Things About People"--designed to help students form generalizations about people and to help them express their thoughts and feelings about themselves and others. The activities can be integrated into the regular social studies curriculum, or individual or small groups of students can work on them independently. Teacher information cards are included which identify concepts to be learned, materials required for each activity, teaching techniques, and related activities.

### Materials and Cost

#### Materials Package:

The Big Book of People and Words. By Sandra Nina Kaplan et al. 58 perforated pages (most poster-weight, some laminated), 18" x 12" \$15.95

### Required or Suggested Time

There is no time schedule for any of the activities. Some can be completed within a class period; others, such as making scrap-books, can extend over several class periods. Many of the activities are designed so that students can complete them on their own time at their own pace.

### Intended User Characteristics

The activities can be adapted to many age and ability levels. Generally, they seem appropriate for grades 2 through 6. The game-like nature of most of the activities will appeal to students of low ability as well as to average students. Upper elementary students or advanced 2nd- and 3rd- grade students can work independently on the activities. This is facilitated by colorful signs on the materials which give complete directions. Because some of the activities emphasize peoples' roles in different groups, including ethnic groups, the Big Book may be especially effective in classes with children from a variety of racial and cultural backgrounds. Students do not have to be good readers to be able to participate in and enjoy the activities.

### Rationale and General Objectives

Materials in this book emphasize affective learning as a primary goal of elementary education. They are designed to introduce and reinforce (1) the learning of generalizations about people and (2) the vocabulary children need to express ideas and feelings about themselves and others. Also, they provide multicultural information for the development of basic concepts about ethnic groups. The authors have designed the materials to enhance children's understanding of each other, rather than to dictate "right" answers about people and their backgrounds. The open-ended design allows for differences in each student's personal values, perception,

and experiences. Each section of the book is designed to develop certain "people concepts," such as "People express their feelings in many ways" and "People play different roles in different groups." The activities are intended to develop specific skills in addition to these concepts. Skills include developing dialogue, interpreting pictures, determining cause and effect, and making decisions based on given information.

## Content

This Big Book contains ready-to-use posters, pictures, cartoons, containers, labels, signs, games, stencils, activity cards, worksheets, and a teacher's record-keeping form. It is designed to be taken apart and converted into hands-on classroom materials. Section one, "People and Their Feelings," contains activities which emphasize that people have many feelings; that people express their feelings in many ways, and that situations bring about different feelings in different people. In one of the activities children use punched-out paper dolls expressing nine different feelings to show their own reactions to situations illustrated in cartoons. Activities in section two, "People and Their Groups," emphasize that people play different roles in different groups; that people belong to different groups for different reasons; and that ethnic groups have similarities and differences. Students learn that individuals in family groups belong to many other groups as well. A picture cube activity calls for students to select pictures of people in groups and place them in cubes. The cubes are labeled professional, power, social, free-choice, forced-choice, national, social change, philanthropic, status, age, interest, and talent

groups. Students also study the culture of various ethnic and religious groups such as Jews, American Indians, and Japanese. Section three, "...and Other Things About People," shows how people communicate in a variety of ways and that people have varied interests and talents. One activity encourages students to use grease pencils on a laminated "graffiti wall" to express their feelings about topics such as holidays or historical events.

## Teaching Procedures

The introduction to The Big Book explains several ways of determining students' readiness for affective learning activities and suggests ways in which the activities can be informally incorporated into the class schedule. Each of the three sections opens with a set of Teacher Information Cards, printed on sturdy manila stock. These are of standard file size so they can be stored easily. For reference, each card is identified in the upper right-hand corner by section and activity. The general information card for each section lists all materials within the section and the concepts they are designed to teach. It also suggests additional activities related to the section topic. Cards for each major activity list materials needed, teaching techniques, possible variations, and related activities. Drawings on the cards show how to assemble the materials and how to display them in the classroom.

## Evaluative Data

The classroom teachers who authored The Big Book developed and tested the materials within their own classes.

## CITIZENSHIP ADVENTURES OF THE LOLLIPOP DRAGON

Script Writer: Grace A. Clarke

Publisher: Society for Visual Education, Inc.  
Singer Education Division  
1345 Diversey Parkway  
Chicago, Illinois 60614

Publication Date: 1976 Grade Level: K-3

Availability: From publisher Subject Area: Citizenship Education and Values Education

### Overview

Citizenship Adventures of the Lollipop Dragon, a program for preprimary and primary classes, consists of six sound filmstrips focusing on basic democratic concepts such as freedom of choice, rules, and civic responsibility. Students practice decision making by helping the fictional characters decide what to do about their problems. Great care has been taken to avoid both sexual and racial stereotyping. Both men and women are seen in a variety of occupational roles, and the residents of the mythical land of Tumtum represent peoples of many races and ethnicities. The filmstrips may be used as the basis for a unit on citizenship, or to supplement the ongoing social studies program.

### Materials and Cost

Multimedia Kit: Cardboard box, 6 5/8" x 9 1/2" x 3 1/4", contains the following: 6 filmstrips; 6 cassettes or records; Teacher's Guide, 46 pp., 6" x 8 1/4", paper-bound \$105.00

### Required or Suggested Time

Filmstrips range in length from 8:35 minutes to 12:40 minutes. A teacher might conceivably have students view and discuss a filmstrip every day for six days in order to teach a citizenship unit. The unit could be extended several days if the follow-up activities are used. The developers recommend the filmstrips be taught in a particular

sequence since the concepts build upon each other. A teacher might choose to introduce the filmstrips into an ongoing program or to use the series in conjunction with other Lollipop Dragon programs to build an entire social studies course around this central character.

### Intended User Characteristics

Citizenship Adventures was designed to be used with children at the preprimary and primary levels. No reading is required and the stories are told simply in terms that very young children can understand. The materials should be effective with children of various ethnic backgrounds as all will see representatives from their group among the residents of Tumtum. Female characters are depicted in active decision-making as well as occupational roles such as a lawyer and a carpenter. Teachers should familiarize themselves with the Teacher's Guide, but need no additional preparation in order to use the program successfully.

### Rationale and General Objectives

The developers believe that citizenship in a democracy requires active involvement in decision making by all members of the society. The program involves students in problem situations designed to illustrate the meaning of basic democratic concepts and provides practice opportunities for making decisions. In addition, because many of the issues facing future citizens are highly controversial and involve personal emotions, students are encouraged "both to acknowledge

Data Sheet by Mary Jane Turner.

52

feelings and to cope with them within a framework of reason." The Teacher's Guide states that the materials are intended "to introduce basic democratic concepts; to show the importance of decision-making to good citizenship by showing how members of a community or group make decisions affecting their personal happiness and that of others; to show how being aware of our own emotions and those of others is an important part of decision-making; to strengthen decision-making skills by providing exercises in decision-making; (and) to stimulate imagination and creativity through fantasy and role playing."

### Content

Citizenship Adventures of the Lollipop Dragon deals with the concepts of freedom of choice, leadership, rules, majority rule, change, and civic responsibility. The first filmstrip, "Freedom of Choice: Make Mine Purple," has Prince Hubert painting not only his own room in purple and orange polka dots but the houses of all the townspeople as well. Lollipop points out to Hubert that all individuals are different, sharing some preferences but not others. It is, in fact, these differences which make freedom of choice so important. In "Choosing a Leader: Charley the Great?" students are introduced to two leadership styles. The first is autocratic while the second is based on majority decisions limited only by social standards. By comparing the two styles, students begin to develop criteria for selecting leaders. In "Rules Are Important: A Mixed-Up Mess" the emphasis is on more than blind compliance with rules. Rather, the students think about a situation without rules and realize that reasonable rules are necessary to achieve most social goals. In "The Majority Rules: A Secret That Grew" the focus is on the decision-making process. Students must consider a situation in which the majority wants to make a rule that is not in the best interest of the minority or of the society itself. The technique with which the problem

is resolved is compromise. "Changing Rules: It's Different Now" discusses road-building rules which are no longer satisfactory in Tumtum. The story line suggests that rules must change to meet new needs and that there is an orderly process for bringing about that change. The last filmstrip in the series, "Civic Responsibility: Living Dreams," places the responsibility for civic development squarely on the shoulders of individual citizens and challenges them to dream of what might be. "Civic responsibility is not, most basically, the grim duty to pay taxes and obey laws and keep out of trouble. It is the challenge to give of oneself joyously, to work so that one's dream for a better world comes true."

### Teaching Procedures

The teaching strategy which is used throughout this series is the discussion stop frame. In the first five filmstrips the strip is stopped as soon as the problem is stated so that students can participate in helping the fictional characters decide what to do. In "Freedom of Choice, Make Mine Purple," for example, the stop frame appears when Hubert is trying to figure out how he can rectify the damage he has done in Tumtum. The stop frame is used at the end of "Civic Responsibility" to provide students a chance to discuss ways they might improve their own homes or communities. The Teacher's Guide provides activities for introducing each filmstrip, stop frame discussion questions, general discussion questions, and followup activities. The Guide also contains the purposes or objectives of each filmstrip and a discussion of content organized around the concept being taught, decision making, and feelings. The scripts are also included.

### Evaluative Data

The materials have not been field-tested; however, teacher response has been favorable, according to the publisher.



# CRITICAL ISSUES IN ECONOMICS: INFLATION, RECESSION AND DEPRESSION

Editor: Richard Worth  
Publisher: The Center for Humanities, Inc.  
Two Holland Avenue  
White Plains, New York 10603  
Publication Date: 1976  
Grade Level: 10-12, College  
Availability: From publisher  
Subject Area: Economics

## Overview

Critical Issues in Economics: Inflation, Recession and Depression is a two-part, sound-slide program that presents some basic concepts related to macroeconomic problems and uses cases to illustrate the impact of inflation, recession, depression, and stagflation on individuals, business, and government. The program can be used in conjunction with a high school economics or modern problems course. It is also useful for an introductory college-level economics survey course. A Teacher's Guide, containing discussion questions, the tape narrative, a glossary of terms, and a bibliography accompanies the program.

## Materials and Cost

Audiovisual Kit: 2 cardboard boxes, 12 3/8" x 12 3/8" x 3"; each contains 80 color slides in carousel tray; cassette tape; 33 1/3 rpm records \$139.50  
Teacher's Guide: 45 pp., 6" x 9", paperbound; free with purchase of program

## Required or Suggested Time

The sound-slide programs are not designed to be shown straight through. In each of the programs there are stopping points in the presentation at which students are asked to discuss questions shown on the slides. The two parts of the program, including discussion and class activities, could be used in about five 45-minute class periods.

## Intended User Characteristics

The main intended audience is secondary students. No reading skills are required. Some of the economic concepts presented, such as gross national product and recession, may require some elaboration on the part of the teacher. Also, some of the discussion questions and class activities will require teacher planning and preparation. It would be useful if a teacher had one or two courses in economics.

## Rationale and General Objectives

The developers have designed the program "to remove the mystery that too often surrounds economic concepts that directly affect the quality of our lives . . . ." Thus, the two sound-slide presentations seek to present clearly and simply some of the basic concepts that deal with unemployment, recession, depression, business cycles, and inflation. The major objectives listed in the Teacher's Guide are: (1) to help students understand the causes and effects of inflation, recession, and depression; (2) to illustrate the effects of the business cycle on industries and municipalities; and (3) to help students understand the impact of economic crises on themselves and their families.

## Content

Part I presents the following concepts: recession, gross national product, business cycle, discretionary income, inflation, demand-pull inflation, cost-push inflation, fiscal policy, monetary policy, and stagflation.

Data Sheet by James E. Davis.

tion. As the concepts are presented, there is discussion by individuals on how economic events have affected their lives. An unemployed architect talks about how recession has caused his situation; a student discusses the problems of rising school costs and finding part-time employment. Part II shows how the simultaneous problems of inflation and recession (stagflation) have affected the housing industry and management of city government. Illustrated in housing situations is the circular problem of decreasing incomes arising from unemployment affecting the demand for housing which in turn affects the demand for lumber, glass, steel, and carpenter services. Concerning city government, the program demonstrates that lower incomes mean lower taxes and, in the face of rising costs for services, cities may need to curtail services resulting in urban blight. A cautionary word is in order. Throughout both parts, there is a tendency to over-simplify. Although the definitions of the concepts are satisfactory for some purposes, they are not always complete. The problems presented are real and meaningful, but students may have a tendency to jump to solutions that would not be realistic or feasible.

#### Teaching Procedures

In order to make the program effective, the Teacher's Guide suggests teachers "warm up" the class prior to viewing and follow up

with discussion and related activities. Seven warm-up questions are included. In showing each part, the teacher is encouraged to stop the slide show and have students discuss questions presented. For example, in Part I the first discussion slide raises these questions: "What is a recession? What are some of the causes of a recession? How does a recession affect the individual?" In the Teacher's Guide, there are ten additional questions for Part I and for Part II to be used in follow-up discussion. The teacher can choose to have students pursue the suggested research questions and related activities as part of the follow up, as well. For example, at the conclusion of Part II, students are asked to find out the number of new housing starts in their area over the last 12 months and compare this information with a preceding year. Other research activities include interviewing; finding out the materials needed for a custom-built house and a condominium, pricing the materials, and comparing results; researching and debating the necessity of regional development; and projecting a feasible overall plan of development for a five- to ten-year period for their city.

#### Evaluative Data

No formal testing of the program has been conducted. The materials have received favorable reviews.

**EARTHPEOPLE ACTIVITY BOOK, THE:  
PEOPLE, PLACES, PLEASURES, AND OTHER DELIGHTS**

Authors:	Joe Abruscato University of Vermont		
	Jack Hassard Georgia State University		
Publisher:	Goodyear Publishing Company, Inc. 1640 Fifth Street Santa Monica, California 90401		
Publication Date:	1978	Grade Level:	7-9
Availability:	From publisher	Subject Area:	Affective Education and Interdisciplinary Social Studies

**Overview**

The Earthpeople Activity Book is an activity-oriented, creative, supplementary social studies book for junior high students. The book is designed to help students explore their world and contains a multitude of "activities to try, ideas to test, games to play, foods to cook, biographies to read, music to enjoy, puzzles to work, and art projects to delve into." The activities focus on all aspects of the social sciences—history, geography, archaeology, anthropology, psychology, sociology, ecology, and future studies—and emphasize active student involvement in creative and thought-provoking ways. By participating in these activities, students can have fun learning about the world around them and the people that make up the world and, at the same time, make some serious discoveries.

**Materials and Cost**

The Earthpeople Activity Book:  
People, Places, Pleasures,  
and Other Delights. By Joe  
Abruscato and Jack Hassard.  
168 pp., 8 1/4" x 10 3/4", pa-  
perbound

\$ 8.95

**Required or Suggested Time**

Supplementary in nature, the Activity Book has no specific time requirements. The

activities can be integrated into related social studies units, but they can also be used sequentially as the basis of a unique social studies program of quarter, semester, or year-long duration, depending on the number of units to be covered. If class time is short, the units can form the basis for a series of learning centers, or activities can be completed on students' own time. Individual activities may require from one class-period to several days to complete.

**Intended User Characteristics**

The Earthpeople activities are designed for use with junior high school students. The authors stress that the book and activities are to be enjoyed and used to fit specific classroom needs and interests. Students of all abilities and backgrounds should be able to read about and participate in the majority of the activities. A Fry readability test ranked the materials at an average reading level of grade 8. While the materials are geared toward the classroom, the authors also encourage use of the book by parents. No special teacher training is required, although instructors should read all the activities first, as they may need preparation time to plan and gather materials for activities and projects. In addition, teachers should encourage and maintain open discussion, allowing students to be open, flexible, and creative.

Data Sheet by June E. Ramos.

## Rationale and General Objectives

Developed for use in social studies classes, The Earthpeople Activity Book offers an activity-oriented method of presenting information about the social sciences. The authors' premise is that students will learn more if they are having fun and are actively engaged in real experiences. Activities have been designed that focus on people and emphasize "doing things" rather than passive learning about events. And, although the book does deal with many of the serious problems facing the world today, the authors have a positive outlook and have presented various ways people are trying to deal with these problems. Finally, by including activities and stories from all over the world, the book should help students understand the global importance of the topics they are studying.

## Content

The Earthpeople Activity Book is organized into six sections containing a variety of activities, games, biographies, puzzles, and arts and crafts. The activities focus on the people of the world—their environments, hopes, and dreams. Section one, "The Amazing Earthpeople," focuses on psychology and social and cultural anthropology. The activities allow students to explore the Big Bang Theory, man's primitive ancestors, Jane Goodall's work with primates, the birth-to-death life cycle, brain power, building an igloo, and communication techniques. "History and Herstory," the second section, focuses on the struggle for human rights. Biographies of heroes, heroines, and a few "rascals" make up this section. A bit of geology, geography, and environmental studies comprise the third section, "Beautiful Earthship." Activities explore how and why changes take place and what effects the changes have on the people who live there. Using maps, local resources and earth changes are emphasized in the unit. The fourth section, entitled "Peopledoings Around the World," contains information about recreation and entertainment. The creative activities explore a variety of world cultures, including Africa, Costa Rica, Poland, Mexico, the Ukraine, and the Philippines. Students are engaged in making arts and crafts, cooking foods, playing games and sports, and making music as they explore the various cultures.

"Earthpeople Tomorrow" asks students to imagine themselves in the future, thinking about the way they might be. The activities explore space travel, technological advances, time machines, and future scenarios. The final section is an appendix which contains gameboards and other pertinent information for the activities of the book.

## Teaching Procedures

The major teaching approach is one of active student involvement. Because of the nature of the activities, a wide variety of teaching strategies are employed—reading, playing games, making things, researching topics, interviewing, pretending, singing, role-playing, discussing, observing, etc. In one activity students watch babies playing and list things the babies have learned that no one has purposely taught them. In another activity, students pretend they have anchored their sailboats off the coast of an uncharted island. There they find a cave littered with human skeletons and, among them, a ship's log book. In the log book is a rough map and directions for finding hidden gold. The students need to follow the directions and find the gold on a larger, more detailed map. The role of the teacher will vary, from that of group facilitator, to discussion leader, manager, or guide. Suggesting that there are at least "932 ways" to use the book, the authors offer 16 suggestions for incorporating the text in a social studies class. For example, the activities can be used in sequence from front to back or back to front; specific activities can be identified to teach selected social studies concepts; activities can be randomly selected; or the book can form the basis of a social studies program. Instructors should feel free to use the text in any way which would enhance and supplement their course. A major requirement seems to be that both students and teachers should have fun implementing the suggested activities.

## Evaluative Data

Although the book has not been formally field-tested, it is based on ideas the authors have tried out themselves and on suggestions from the inservice and preservice teachers with whom they work.

## ENJOYING WORLD HISTORY

Authors:	Henry Abraham and Irwin Pfeffer		
Publisher:	Amsco School Publications, Inc. 315 Hudson Street New York, New York 10013		
Publication Date:	1977	Grade Level:	9-12
Availability:	From publisher	Subject Area:	World History

### Overview

Enjoying World History, which can be used either in a supplementary manner or as the basis of a semester course in world history, covers political, social, intellectual, scientific, and industrial developments from the days of the Roman Empire through the present. Ninety-one fictional stories present historical content and reflect the feelings of characters involved in various historical periods. The stories are designed to motivate high school students with low reading ability and low interest in history. A Teacher's Guide explains how to help students relate the stories to critical events in history and to issues in contemporary life.

### Materials and Cost

Student Text: Enjoying World History. By Henry Abraham and Irwin Pfeffer. 467 pp.

paperbound, 5 3/4" x 9"	\$ 4.00
hardbound, 6 1/4" x 9 1/4"	\$ 6.25

Teacher's Guide: 13 pp., 5 1/2" x 8", paperbound \$ .40

Additional Teacher Materials:

Answer Key. 16 pp., 5 1/2" x 8", paperbound (free with Teacher's Guide)

### Required or Suggested Time

All or parts of Enjoying World History can be used as motivational or supplementary materials for a comprehensive world history course or for more in-depth period studies. The time required could be as short as a few weeks, if selected units are used, or as long as a full academic year. The text can also

serve as the basis for a semester course for poorly motivated students.

### Intended User Characteristics

The text was developed specifically for use with high school students who have a low interest level in history and low reading abilities. The content is presented through short, fictional stories assumed to be more interesting to these students than the exposition usually found in history texts. A Fry readability analysis shows a variability in reading level from 2nd to 7th grade. Simple vocabulary and short sentences are used throughout the text. When difficult terms are used, simple definitions are provided in the text and in the glossary. In addition, hard-to-pronounce names and terms are followed by a pronunciation guide. No special teacher training is required, although a background in world history would be helpful. If the book is being used as a core text, additional teacher and student resources will be required to establish continuity from one unit to the next.

### Rationale and General Objectives

The major objective of the text is to make history and its characters interesting, enjoyable, and life like. The authors achieve this by presenting each era from the perspective of someone who might have lived during that time, and through a variety of literary forms—short stories, interior monologues, plays, diaries, newspaper articles, and letters. Although many of the readings consist of historical fiction, all are designed to present accurate, historical material and to give



insights into the lives of common people as well as more famous historical figures. Within many of the passages, conflicting views of the same event are presented. Students are thus encouraged to play the historian, analyzing the different points of view and formulating their own opinions. Finally, in order to help students see the continuing relevance of historical problems and issues, discussion questions ask students to imagine how they would feel about living in a specific era or how they would react if certain historical figures lived in modern times.

## Content

Enjoying World History consists of eleven units: "The Roman Empire and the Middle Ages," "The Renaissance--Modern Times Begin," "England--The Beginnings of Democracy," "France--The Beginnings of Democracy," "Nationalism," "The Industrial Revolution," "Imperialism," "World War I," "Twentieth-Century Dictatorships," "World War II," and "The Present Day." An imaginary student-teacher dialogue introduces and concludes each unit. In these, students are given an overview and summary of the unit and are able to see how one imaginary student, who has no desire to learn about history, changes his attitude and develops a growing understanding of the relevance of history to his life. Political, social, intellectual, scientific, and industrial developments from the time of the fall of Rome through 1976 are presented through 91 short, fictional stories. Each begins with a factual opening which introduces the unit or provides a transition from the previous story, contains historical background information, sets the tone, and establishes the time and locale of the story. The stories themselves interlace historical material in the conversation and action and reflect the feelings of characters involved in the historical period or event described. For example, through the dialogue between two serfs in "Crusaders at the Walls," the purposes and effects of the Crusades on Europe are clarified. Other topics include revolution and modernization in Russia, China, and Africa; Galileo appearing before the Inquisition; the Vietnam War; the Arab-Israeli conflict, and the Cuban missile crisis.

## Teaching Procedures

In the student text, each story is followed by two sets of questions. Objective questions, under the heading "Understanding the Story," measure reading skills and historical knowledge acquired from the story. The section entitled "Activities and Inquiries" includes questions and activities designed to develop social studies skills through the interpretation of maps, graphs, cartoons, and line drawings and to provide opportunities to further explore the people and problems described in the stories. The Teacher's Guide discusses features of the text; offers general suggestions for introducing and concluding units; includes 11 suggestions for planning story lessons; provides model lessons for unit introductions, unit conclusions, and story lessons; and offers 11 additional teaching suggestions. Suggestions for planning the story lessons include identifying each lesson's objective and providing motivation to generate interest. The list of additional teaching tips suggests holding a mini-debate based upon certain stories, acting out the stories, and drawing cartoons or illustrations to go with the stories.

## Evaluative Data

Enjoying World History was field-tested with students reading at levels 4-7 and with students reading at levels 8-12 at Thomas Jefferson High School, an inner city school in New York City. Among the results for students with low reading abilities were (1) student comprehension was high, as evidenced by class discussion immediately following the reading of a story, (2) students read aloud with fluency, and (3) overall recall was high as indicated by mid-term and final test results. Students with average or above reading abilities used the text to supplement the standard history textbook. Among these students the interest level was very high, as evidenced by many requests for more frequent classroom use of Enjoying World History; students were also motivated to use the library to find additional readings related to the stories. These findings are summarized in the Teacher's Guide; detailed results are available from the publisher.



**ENVIRONMENTAL CONCERNS: THE NATION**  
**ENVIRONMENTAL CONCERNS: THE WORLD**

**Authors:** George Peter Gregory and Robert E. Sweeney  
**Publisher:** Harcourt Brace Jovanovich, Inc.  
757 Third Avenue  
New York, New York 10017  
**Publication Date:** 1977 **Grade Level:** 9-12  
**Availability:** From publisher **Subject Area:** Environmental Education

**Overview**

Environmental Concerns: The Nation and Environmental Concerns: The World—a cooperative project of the Social Studies Curriculum Center, Carnegie-Mellon University, and the Western Pennsylvania Conservancy—are a pair of high school textbooks which use an assortment of case studies to help students analyze environmental issues on the local, national, and global levels. Used together or separately, these books may form the core material of an environmental studies module, or supplement other material in a high school social science, science, or English course. Each text is accompanied by a Teacher's Manual which summarizes the rationale and objectives for the materials and contains specific objectives and teaching strategies for each chapter. Objectives are specified for both the cognitive and affective domains and emphasize the development of inquiry and learning skills, the acquisition of knowledge, value clarification, and the development of a positive self-concept. Students using the texts will be primarily involved in reading case studies, open-ended discussion, and decision making.

**Materials and Cost**

<u>Environmental Concerns: The Nation.</u> By George Peter Gregory. 122 pp., 8 1/4" x 9 1/4" paperbound	\$ 3.75
Teacher's Guide. 35 pp., 6 1/4" x 9", paper bound	\$ 1.50
<u>Environmental Concerns: The World.</u> By Robert E. Sweeney. 167 pp., 8 1/4" x 9 1/4", paperbound	\$ 3.75

Teacher's Guide. 48 pp., 6 1/4" x 9", paperbound \$ 1.50

**Required or Suggested Time**

Depending how thoroughly the material is covered, the ability of the students, and whether or not certain activities are done in or out of class, each of the books should take between four and six weeks to complete for a class meeting 50 minutes per day, five days a week.

**Intended User Characteristics**

These materials are intended for high school students of normal ability. Average reading level, based on a Fry analysis, is 9th to 10th grade. Although not specifically addressed to multi-ethnic or multi-racial groups, the photos included with the text do depict a diversity of people in a number of roles. No special teacher training is needed; however, teachers must be able to lead open-ended, often controversial discussions.

**Rationale and General Objectives**

The developers state that Environmental Concerns supports a "multi-phased attack" on environmental problems. "That we are totally interdependent with the environment is an inescapable conclusion... Understanding the factors and forces that operate in our environment and the effect of our actions on the operation of those factors and forces is fundamental to environmental education." Students using this program are encouraged to learn the "art of asking good questions and the science of answering them," "to evaluate the environmental choices that are open to them," and to clarify their attitudes and

values regarding the environments. Finally, the materials encourage the development of positive attitudes toward the self by involving students in various kinds of environmental action projects. Specific lesson objectives are given for the following categories: developing inquiry skills, developing learning skills, knowledge goals, clarifying values, and developing a positive self-concept. For example, in a chapter on "The Automobile in Our Future," from The Nation, a knowledge goal is "To recognize that there is no one perfect solution to environmental problems related to the internal combustion engine," and an objective for clarifying values is "To begin to consider one's attitudes toward the role of the automobile in American life."

### Content

Each book is a compilation of case study material taken from a variety of sources including newspapers, magazines, photographs, and interviews. These case studies provide the evidence students need to analyze and propose solutions to problems. Environmental Concerns: The Nation consists of four units: Unit 1 develops the concepts of our environment as a commons; Units 2 and 3 explore what individuals and groups can do to protect and use the commons wisely; and Unit 4 explores alternative solutions at the state, national, and international levels that are broader in scope and more far-reaching than individual and group actions considered. The focus is on air, water, and land pollution problems in the United States today. Energy and population problems are also explored. Various kinds of recycling and conservation measures are considered along with action projects designed to operate within the existing socio-political structure. Environmental Concerns: The World consists of three units. The first focuses on the quality of life and develops and illustrates the concepts of exponential growth and limits to growth. Unit 2 examines five interacting

factors: industrial production, pollution, world population, food production per person, and resources such as forests and ocean animals. The case studies demonstrate that the interaction of these factors make up the current environmental dilemma, with the first three rapidly increasing and the last two rapidly diminishing. The final unit in the text looks at the choices ahead and possible solutions to the problems posed. Case studies illustrate the "industrial solution," the "technological solution," and the "equilibrium society solution." Following a chapter on "Values and the Human Role," several direct actions an individual may take to help solve environmental problems are discussed.

### Teaching Procedures

The suggested plan for implementing these materials is to assign a collection of related case study readings (either for homework or for the first part of a class) and to discuss them using the questions provided in the Teacher's Manual. A five-part, analytical decision-making model is included. Lesson plans contain objectives, suggested teaching strategies, and possible student responses. Open-ended discussion in small and large groups is the predominant strategy, but suggestions for including guest speakers, role playing, and out-of-class activities are also included.

### Evaluative Data

These texts were originally developed as doctoral dissertations at Carnegie-Mellon University. They were pilot-tested in several classrooms. The dissertations and pilot test data are available from University Microfilms. The complete titles are: World Environmental Concerns: A Social Studies Unit. Sweeney, Robert Emmett. D.A. 1974; and Environment and Change: A Social Studies Unit. Gregory, George Peter, D.A. 1974.

**FIELDSTAFF PERSPECTIVES:  
PERSPECTIVES ON AFRICA  
URBANIZATION: CITIES AROUND THE WORLD  
LOOKING AT OURSELVES**

**Developer:** James M. Oswald.  
**Publisher:** American Universities Field Staff, Inc.  
P.O. Box 150  
Hanover, New Hampshire 03755  
**Publication Date:** 1974 and 1975  
**Grade Level:** 9-12  
**Availability:** From publisher  
**Subject Area:** Interdisciplinary Social Studies

**Overview**

The American Universities Field Staff has developed Fieldstaff Perspectives multimedia kits which provide in-depth studies of a variety of cultures. Two earlier kits were titled Man at Aq Kupruk and Southeast Asia: Amidst Diversity Is Unity Possible? The three kits reviewed here, Perspectives on Africa; Urbanization: Cities Around the World; and Looking At Ourselves complete the series. Together the five Perspectives are designed to provide secondary school students with an appreciation of and empathy for all cultures and societies, including their own, by stressing human similarities and global interdependence. The Fieldstaff Perspectives were developed according to a model of culture studies in which three dimensions are identified: the time dimension (past, present, and future), the human dimension (behaviors, beliefs, values, and interactions), and the level of study dimension (infra-culture, intra-culture, inter-culture, and intro-culture). The kits are adaptable to varied student interests and reading levels and may be used individually or together as a year-long course.

**Materials and Cost**

**Multimedia Kits:** 3 kits, each  
packaged in a cardboard  
box, 8 3/4" x 11 1/2" x 2" \$49.00  
each  
Each contains the following: (all items  
8 1/2" x 11 1/2" unless otherwise noted)

Teacher's Guide, 8-12' pp., paperbound; inventory, 2 pp.; bibliography, 2-4 pp.; 23-30 activity sheets; 2-7 two-sided activity sheets, 30 copies each; 21-37 readings, 1-8 pp. each; 2-4 color photographs, 6" x 9", 2 copies each; 2-3 simulations with component parts; 1 cassette tape. In addition, Perspectives on Africa contains 10 black and white maps, and 1 color map, 17" x 22"; Urbanization: Cities Around the World contains 5 copies of 5 readings, 4 pp. each, and 1 UNICEF booklet, The Child and the City, 31 pp., paperbound; Looking at Ourselves contains 7 four-page photograph analysis activities.

**Required or Suggested Time**

If the daily lesson plans outlined in the Teacher's Guides are followed, Perspectives on Africa will require approximately one hour per day for seven weeks; Urbanization: Cities Around the World six weeks; and Looking at Ourselves nine weeks. The complete Fieldstaff Perspectives program, including the two earlier kits, Man at Aq Kupruk and Southeast Asia: Amidst Diversity Is Unity Possible?, will provide material for a year-long course. The producers state that, while daily lesson plans are provided, no fixed sequence is prescribed.

**Intended User Characteristics**

The three kits are designed for use in grades 9 through 12. Reading level ranges from 4th to 10th grade with most of the material being on the 6th, 7th, and 8th grade

Data Sheet by Lois Anderton.

levels. It is not intended that each student read or otherwise engage in every activity. Many can be completed individually or in small groups. The simulations and various other activities are designed to involve the entire class. The format maximizes opportunities for exchanges of information among students who work at different speeds or have divergent interests. No special teacher training is required.

### Rationale and General Objectives

"Fieldstaff Perspectives seek to disclose patterns of culture in various societies around the world. . . (and to) examine human beings in the aggregate, as well as the institutions that maintain and sustain human society." The objectives of the materials include the following: "To approach the study of culture as the total expression of human activity--of how people behave toward each other and in relation to their environment; . . . to establish a positive appreciation of diversity, replacing ethnocentrism with empathy and worldminded humanism; . . . (and) to assist in the development of skill in inquiry, analysis, evaluation, and reading, writing, listening, and speaking." Each kit is designed to give students a different perspective on culture: infra-culture (depth), intra-culture (breadth), inter-culture (global), or intro-culture (local).

### Content

Perspectives on Africa is an intra-cultural study acquainting students with many Africas and with a variety of perceptions as we have of ourselves and others have of Africa and Africans. The five major themes are: Developing an Inquiry Skills Base; Perceiving Africa; People; Efforts to Achieve Unity; Resources and Development; and Spectrum of Diversity. The materials in this unit and the one on Urbanization examine developments leading to modernization. Urbanization: Cities Around the World is an inter-cultural study using the North American culture as a basic referent. The study is presented in seven phases: self-discovery; identification, conceptualization, and generalization through comparative analysis of cities; simulation; reasons for living in an urban area; what cities do to people and what people do to cities;

quality of urban life; and directions for the future. As in the other kits, each theme examines population growth, production of food, environmental and psychological problems, technological adaptation, and modernization. Looking At Ourselves is an intro-cultural study examining people, culture, and the environment in the United States. The materials encourage students "to find physical and intellectual bridges between their own and other cultures." Following an orientation, six major themes are presented: Work and Play; Life Quality; Human Community: Past, Present, and Future; Economic Life in the Human Community; Authority in the Human Community; and Reporting on the Human Community. The concluding lessons, "Reflecting on Ourselves," are helpful in summing up what has been learned and offer students the opportunity to be introspective.

### Teaching Procedures

Each kit includes a Teacher's Guide with 30 to 45 daily lesson plans, an inventory of materials including the reading level of each item, and a bibliography of books, articles, films, simulations, and media. The daily lesson plans encourage an inquiry mode of teaching. Student activities include reading, photograph analysis, map study exercises, simulations, analyzing moral dilemmas, and creative writing. Following such activities are questions designed to stimulate discussion and promote decision making and value clarification. For example, in "I Am a Witchdoctor," an activity from the Africa kit, students read an account of an African child who participated in a pagan village custom and was consequently expelled from the missionary school. Unable to pursue the dream of learning to read and write and of going to medical school in England, the child instead studied with the village witchdoctor. Following the reading students consider a number of questions; among them "Why might the missionary have behaved as he did?" and "In your own culture, can similar events occur?"

### Evaluative Data

According to the publisher, the materials have been field-tested, but results are not generally available.

## GEO-CEPTS

Author:

William W. Fisher

Publisher:

Denoyer-Geppert Company  
5235 Ravenswood Avenue  
Chicago, Illinois 60640

Publication Date:

1976

Grade Level:

4-8

Availability:

From publisher

Subject Area:

Geography

### Overview

Geo-Cepts, a geography program developed by Dr. William W. Fisher over a five-year period, is based on the premise that basic map and geography skills can best be developed by engaging students in a guided inquiry process using relevant problems. The materials, which consist of a Teacher's Guide, a student book, a wind chart, and review tests, were pilot-tested in five states with 461 students, grades 4-8. The unit is comprised of nine lessons which can either be integrated into existing social studies classes or used collectively as a five- to six-week unit. The lessons involve students in group and individual projects, class discussions, simulations, problem-solving activities, and simple experiments. A detailed Teacher's Guide provides step-by-step instructions for each lesson.

### Materials and Cost

Student Text: <u>Geo-Cepts</u> . By William W. Fisher. 50 pp., 8½" x 11", paperbound	\$ 4.50
20 or more copies	\$ 3.50 each
Teacher's Guide: 125 pp., 8½" x 11", paperbound	\$ 16.00
Additional Materials: Wind Chart. 42" x 54" map of major wind currents, folded on heavy paper	\$ 8.00
Review Tests. 7 spirit masters, 8½" x 11"	\$ 14.50
Complete program: includes 30 student books, Teacher's Guide, Wind Chart, and Review Tests	\$140.00

A variety of maps and globes are available from the publisher to supplement this program.

### Required or Suggested Time

Geo-Cepts consists of nine lessons. There is no indication of how much time is to be allotted to each. It would appear, however, that each of the nine lessons could be taught over two to three, 45 minute periods. The lessons can be integrated into history or language arts courses. They can be used independently or collectively to form an 18- to 27-day geography unit.

### Intended User Characteristics

Geo-Cepts was field-tested with students in grades 4-8. Reading level of the student materials, according to a Fry readability analysis, averages at the 5th-grade level. Much of the work involves the use of maps and globes, however, rather than extensive reading, so the materials may be used with less able readers as well. No special teacher training is required. The program is suitable for any community and socioeconomic group.

### Rationale and General Objectives

Geo-Cepts is based on the conviction that students can best acquire significant geographic concepts through an inquiry-oriented discovery process. By actually confronting real geographic problems, students should gain basic map and globe skills and the ability to "predict the world's wind patterns and ocean currents, as well as the routes taken by early explorers." Each of the nine lessons has one to five specific student performance



objectives based on geographic understandings. For example, upon completion of lesson two, students should be able to "describe the conditions of the sun rays that cause the earth to be hot at the equator and cold at the poles." Each lesson includes a criterion-referenced test, intended to assess mastery of the student performance objectives.

### Content

Basic geographic skills and content are developed through a guided inquiry study of the globe. Lesson one deals with the relationship between day and night and the rotation of the earth on its polar axis. In lesson two students learn how the differences in the angle of the sun's rays cause the equator to be hot and the poles to be cold. Latitude and longitude are treated in lesson three. Lesson four deals with distortions that result when a globe is converted to a flat map. Telling directions is the topic of lesson five. Students learn how to use the compass and to find the cardinal directions, day or night, without a compass. Lesson six looks at air currents and the meaning of high and low pressure. This is followed in lesson seven by an examination of the great wind belts of the earth, "the influence of high and low pressure areas on wind movement and the effect that the rotation of the earth has on wind direction." Ocean currents are studied in lesson eight. The ninth and final lesson asks students to "apply knowledge of wind belts and ocean currents to predict the routes taken by the early explorers and to understand the exploration period."

### Teaching Procedures

The Teacher's Guide provides step-by-step directions for each of the nine lessons in the program. Lesson plans specify student objectives, materials needed by the teacher and the students, and a number of suggestions for the teacher. The student book, which is

reproduced and annotated in the Teacher's Guide, presents students with challenging questions which require them to study maps and globes and use instruments such as a compass and protractor. Class discussions, group and individual projects, and extensive measurement activities are included in nearly all lessons. Simple experiments are also used to help develop important concepts. For example, in lesson six on air currents, smoke is put into a hot glass and a cold glass. Students are asked to hypothesize as to what direction warm and cold air move. A class discussion of wind currents using the familiar TV format of "To Tell the Truth" places students in the role of a ship's captain sailing through the doldrums.

### Evaluative Data

A validation study was conducted by Dr. Anita M. Mitchell during the 1976-77 school year. Geo-Cepts was field-tested in 17 regular classes involving 461 students in Arizona, California, Colorado, New York, and Texas. Students represented a variety of racial and ethnic groups, socioeconomic groups, and grade levels (4-8). The tests developed to accompany the program were administered. There was no standardized instrument, i.e., one with national norms, and there was no control group. The intent of the testing was to validate the effectiveness of the materials in order to revise the program. Teachers were asked to offer their comments. Their reactions indicated that the program "captures the interest of both students and teachers, that it raises many questions which students might otherwise fail to explore, that it stimulates discussion, and that students enjoy applying learned principles to real life situations." Copies of the complete validation study are available from the publisher. Requests should be sent to the attention of Ms. Kathleen Horani, Development Projects Coordinator.



## GEOGRAPHY CURRICULUM PROJECT

Director: Marion J. Rice  
 Project Address: Geography Curriculum Project  
 University of Georgia  
 107 Dudley Hall  
 Athens, Georgia 30602  
 Publisher: Project  
 Publication Date: 1968-78  
 Availability: From publisher  
 Grade Level: K-8  
 Subject Area: Geography

### Overview

The Geography Curriculum Project is a continuing project focusing on geography research and curriculum development. Curriculum units developed to date focus on the acquisition and application of geographic concepts. The units, which use a deductive teaching/learning approach, are supplementary and may be incorporated into the regular social studies curriculum. The reading level and conceptual level are fairly high so teachers should review the units with their own students in mind before using them.

### Materials and Cost

#### Student and Teacher Materials:

All material 8 1/2" x 11", paperbound

#### Level K-1. Earth: Man's Home.

A Beginning Geography Unit. Teacher Manual, 153 pp.; Pupil Workbook and Pictorial Test, 44 pp.

\$ 3.00

#### Level 1-2. Place and Environment.

A Primary Geography Unit. Teacher Manual, 77 pp.; Pupil Text, 33 pp.; Pupil Workbook and Pictorial Test, 36 pp.

\$ 5.00

#### Level 2-3. Resource and Production.

A Primary Unit in Cultural Geography. Teacher Manual, 119 pp.; Pupil Text and Workbook, 55 pp.

\$ 5.00

#### Level 4-6. Comparative Rural Landscapes: A Conceptual Model.

137 pp.

\$ 2.50

#### Level 6-8. Population Growth in the United States and Mexico.

96 pp.; Response Book, 4 3/8" x 11", 48 pp.

\$ 1.25

Black Population Distribution and Growth in the United States. 227 pp.; Response Book, 39 pp.

\$ 2.00

Functions of Cities. 84 pp.; Student Workbook, 98 pp.; Composite Test, 7 pp.

\$ 2.50

Transportation and the Environment. 146 pp.; Student Workbook, 53 pp.

\$ 3.25

Changing Land Use. 3 sets student texts and workbooks

\$ 3.00 each

For complete price lists and discounts on quantity purchases, contact the publisher.

### Required or Suggested Time

These materials are designed as supplementary units. Primary and upper elementary units provide enough material for 20 to 30 daily lessons of 15 to 30 minutes duration. Many of the lessons may be used independently. Units for grades 6-8 are self-pacing; time required will depend on student ability and the length of the unit. Units may be combined for a semester or year-long course.

### Intended User Characteristics

These materials are designed for students in grades K-8. The units are based upon

abstract concepts. For example, in level 2-3, students study a model showing the relationship between primary, secondary, and tertiary production. The 4th-6th grade unit is based upon an abstract rural landscape model. These concepts and abstract models are clearly explained and illustrated and have been used successfully with students at the designated grade levels. According to a Fry readability analysis, the student materials have fairly high reading levels. The K-2 units use an oral geography approach and reading is not a concern. At the other levels, the potentially difficult concepts mentioned above tend to raise the reading level. A considerable amount of teacher background material accompanies the K-3 units. Teachers with minimal background in geography should find this helpful. Various supplemental teacher resources have also been developed by the project; although useful and informative, they are not required reading for teaching the units.

### Rationale and General Objectives

The Geography Curriculum Project "is based on the premise that any field of knowledge, such as geography, consists of a system of concepts . . . used to express ideas and describe relations. An understanding of geography begins with an understanding of the concept system." The developers point out that there is little emphasis on geographic concepts in the elementary and middle grades. These units are specifically designed to increase geography's visibility and to help students gain a better understanding of human/earth relationships through the study of geographic concepts.

### Content

The beginning unit, Earth: Man's Home, focuses on the concept of habitat. In level 1-2 the local environment provides a background against which information about the global environment may be viewed. The concepts of place and environment are emphasized. Level 2-3, Resource and Production, examines natural, cultural, renewable, non-renewable, universal, and non-universal resources. Comparative Rural Landscapes presents a rural landscape model with four organizing concepts: population density, culture, earth com-

plex, and technology. Case studies of rural landscapes in seven countries illustrate the model. There are five units for levels 6-8. Population Growth in the United States and Mexico is a comparative study focusing on population dynamics and demographic concepts. Students investigate historical demography in Black Population Distribution in the United States. In Functions of Cities students examine the economic base and function of eight types of cities, such as a port city, an industrial city, and a government city. Transportation and the Environment explores the historical development of transportation in America, environmental problems, and alternatives to current transportation practices. Changing Land Use, a unit in historical geography, is based on the concept of sequent occupance. The physical characteristics of three geographic areas are presented and cultural variables are introduced to show human influence on the physical environment.

### Teaching Procedures

The basic teaching approach is described as rule-example or deductive. Concepts, subconcepts, and abstract models are followed by definitions, illustrations, examples, and/or case studies. Students apply the concepts, by making inferences or comparing and contrasting. Teacher's Guides for levels K-3 include teacher background information, daily lesson plans, and additional activities. There are no teacher's guides for levels 4-8. The level 4-6 unit is taught with an advance organizer--a rural landscape model--followed by case studies. Several of the level 6-8 units are individualized and are based on a Forced Inferential Response Mode approach. Sentence stems are presented "which force the student to infer relationships as well as note more obvious factual information." The materials at this level may be used either as self-instructional or in a teacher-directed, class-paced mode.

### Evaluative Data

All but four of the units have been field-tested. In addition, 11 doctoral dissertations related to the Project have been completed. Field test results and a list of dissertations may be obtained from the project.

## GRASS ROOTS: AN ORAL HISTORY OF THE AMERICAN PEOPLE

**Developers:** Scott McDade and Marc Goldbaum  
**Publisher:** Visual Education Corporation  
14 Washington Road  
Box 2321  
Princeton, New Jersey 08540  
**Publication Date:** 1976  
**Grade Level:** 9-College  
**Availability:** From publisher  
**Subject Area:** American History/  
American Studies

---

### Overview

Grass Roots: An Oral History of the American People is a cassette-tape program designed to give high school and college students a feeling for the rich and varied cultural heritage of the American people. The cassettes focus on social movements, occupations, and folk traditions of people from "non-mainstream cultures" in six regions of the United States. Recorded from 1937-1976, the selections span 200 years of American history. They include stories, songs, sayings, and historical accounts accompanied by narration and vary from description of pie suppers, barn raisings, and bees to accounts of slavery, the miserable conditions mine workers suffered, and the Battle of Wounded Knee. The tapes are supplementary.

### Materials and Cost

**Materials Package:** Vinyl notebook, 9 7/8" x 11 5/8" x 1/2", contains Listener's Guide, 19 pp., 8 1/2" x 11", paperbound; 6 two-sided cassettes

**Total Package:** \$67.00

### Required or Suggested Time

The cassettes represent a total of approximately six hours of listening time. Each cassette contains 27 to 42 segments of varying lengths of time. It may be necessary to listen to some segments more than once to get the most out of them. The cassettes are designed to supplement social studies classes.

Teachers may choose to focus on only one or two tapes or on selected segments from each tape if there is not time to use the entire collection.

### Intended User Characteristics

The Grass Roots tapes are intended for use by students in high school or college. They can be used to supplement courses in American history, American culture, sociolinguistics, or the humanities. Reading skills are not a consideration as all of the material is on audio tape; however, students must be willing to listen closely. Many students may, at first, suffer from "dialect deafness" induced by the spoon-fed mainstream speech style." The introduction to the Listener's Guide points out that students may have to work hard to understand some of the speech. Teachers should listen to each segment in advance and prepare students for listening.

### Rationale and General Objectives

The developers state, "Although many of our regional folkways are being traded for the arbitrary standards of popular culture, regional differences still exist. What we have tried to do here is to celebrate those differences." The recordings are designed to present an important but neglected part of "the American Cultural patch-work": the art of the storyteller. The songs and stories were recorded to serve as a communication link, enabling people of "non-mainstream cultures" to communicate their ideas, culture, and lifestyles to a wider audience. Students should

---

Data Sheet by Judith E. Hedstrom.

benefit from the program by becoming acquainted with America's folk traditions and rich cultural heritage, improving listening skills, and growing in their abilities to perceive other human beings.

## Content

Grass Roots is "a people's history of the growth of the country." Spanning 200 years of American history the recordings focus primarily on major social movements, occupational groups, and folk cultures. The program is arranged in six parts, each representing a different region of the United States: the Northeast, the South, the Midwest, the Southwest, the Far West, and the Northwest. The cassette on the Northeast introduces students to Charles Brenner who talks about his first job in the coal mines; Anne Green who recites a Pennsylvania Dutch rhyme; Patrick Tayluer who tells how he ran away to sea and was "adopted" by a sea captain friend of his father; Helen Haines who reminisces about sleigh riding; "Yankee" John Galusha who tells about growing up in the Adirondack Mountains and recalls his brothers' experiences in the Civil War; and others. The recording on the South includes former slaves telling about life before and after the Civil War; work songs and the "Blues"; songs and tales of mountain life, including an account by Aunt Molly Jackson of witchcraft in Kentucky; and Civil War stories. Among those students hear on the Midwest cassette are Lillie Brown describing her first sod house in Nebraska; Robert Cram telling the story of the Dewey-Berry feud, part of a widespread dispute between ranchers and farmers; Dewey Beard, whose Indian name is Iron Hail, recalling the Battle of Wounded Knee; and George McGinn reminiscing about his youth in Minnesota and describing farming methods common at the turn of the century. The Southwest cassette includes accounts of pioneers moving West, settlers' experiences in the Depression-era dust storm, work in Texas

oil fields, rodeos and pony races, ranching, and cowboy songs and legends. On the Far West cassette students listen to Axel Olson tell about gold mining and how miners lived and worked in the Colorado mountains, songs and stories of early-day Mormons, accounts of San Francisco's Barbary Coast, and stories told by Dustbowl-era immigrants from Oklahoma and Arkansas. The Northwest cassette describes life in railroad and logging camps, home remedies and medical practices, holiday celebrations, horse breaking and cowpunching, and whaling off the Pacific Northwest coast.

## Teaching Procedures

As there are no suggested teaching procedures or activities, teachers will have to decide how best to use the cassettes in their classes. The stories and songs can be used by the whole class to introduce or conclude units, or by small groups or individual students for motivational purposes. Teachers will need to prepare students to listen to the tapes and should devise discussion questions or other follow-up activities so that students can get the most out of their listening experiences. The Listener's Guide provides an introduction to the tapes and contains brief descriptions, and sometimes background information, for each selection. This information can be shared with the students.

## Evaluative Data

The Listener's Guide states, "The sound quality of these earlier recordings (those taped prior to 1950) must be judged against the standards of their time. In our selection we have made every effort to choose recordings of the highest fidelity—but not at the expense of excluding recordings with truly exceptional content." The tapes have not been field-tested in classrooms, but unsolicited teacher responses to the program have been favorable.

GREAT IDEAS IN THE LAW  
THE IDEA OF LIBERTY: FIRST AMENDMENT FREEDOMS

Author: Isidore Starr  
Professor Emeritus of Education  
Queens College  
City University of New York

Publisher: West Publishing Company, Inc.  
170 Old Country Road  
Mineola, New York 11501

Publication Date: 1978      Grade Level: 10-12

Availability: From publisher      Subject Area: American Government and  
Legal Education

### Overview

The Idea of Liberty is the first book to be published in the Great Ideas In the Law series. It addresses issues related to the First Amendment freedoms: religion, speech, press, assembly, and petition. An examination of the historical development of the issues surrounding each of these freedoms is followed by descriptions of actual Supreme Court cases. Questions calling for students to apply their interpretive skills encourage students to develop their own opinions for each case before reading the Court opinions at the end of each chapter. The book is designed for use at the high school level. It could supplement an American government or problems of democracy course or be the main text for a semester-long legal education course.

### Materials and Cost

Student Text: The Idea of Liberty: First Amendment Freedoms. By Isidore Starr.  
234 pp., 7 1/4" x 9 3/4", paperbackbound

1-9 copies, each	\$ 4.00
10-99 copies, each	\$ 3.60
100 or more copies, each	\$ 3.20

### Required or Suggested Time

No recommendations are made by the author or publisher in regard to the amount of

time required for using this book. Used in its entirety, the book could serve as the core of a semester's work; intellectually advanced students could probably cover all the material in a nine-week course. Alternatively, a teacher might use portions of the book selectively as supplements to core course materials.

### Intended User Characteristics

The book is designed for high school students; it would probably work best with students of advanced abilities. The analytical skills required of students are relatively sophisticated and the reading level appears to be fairly high. Based on a Fry test for readability, the reading level ranges from 11th grade through college. No special training is required for the teacher, although some familiarity with the case study approach and with U.S. constitutional law would be helpful.

### Rationale and General Objectives

The purpose of this volume is to introduce high school students to the issues surrounding the First Amendment freedoms. The author explains in his Foreword that, in writing about the concept of liberty, one can produce either "technical tomes for scholars or simplified exercises for students." He has tried "to walk the line between the two" by presenting scholarly materials using a format that is interesting to the general reader.



Specifically, the author hopes "to bring to life" each phrase of the First Amendment by giving students the opportunity to examine great cases of the Supreme Court. The case study approach should encourage "critical thinking and participative discussion among. . . students."

### Content

The Idea of Liberty presents both historical background information and landmark Supreme Court decisions as the basis for studying "the persistent value conflicts in American society that have molded our First Amendment freedoms into what they are today." Each section of the book treats one of the six principles of liberty found in the First Amendment of the Bill of Rights. The first two sections deal with religious freedom--the establishment of religion and the free exercise of religion. The third section examines free speech and the fourth, free press. The last two sections focus on the freedom to assemble peaceably and the right to petition the government for redress of grievances. Each section is subdivided into a number of chapters, each examining a different set of court cases related to the central issue of that section. For instance, Section IV, "Freedom of the Press," includes six chapters: "Criticism of Public Officials"; "The Pentagon Papers Case: Prior Restraints on Newspapers"; "Freedom of the Press in the Schools"; "Free Press--Fair Trial"; "Obscenity and Pornography"; and "Freedom of Expression in War-time and in Times of Crisis."

### Teaching Procedures

There is no Teacher's Guide to go with The Idea of Liberty. Instructional suggestions are built into the student book. The major teaching strategy is the case study approach. This procedure is outlined by the author in the Foreword: "(1) What are the relevant facts? (2) What are the arguments of the opposing

sides--the adversaries?" (3) What are the issues? (4) What is your decision? (5) What is your opinion--the reasons for your decision?" Although the format varies somewhat from one section of the text to the next, a section usually begins with an introduction in which the relevant segment of the First Amendment is quoted, and historical background is presented. This is followed by one to seven chapters dealing with various aspects of the freedom being discussed. Chapter openers generally include two cases illustrating the issue. The major portion of each chapter is the "Issues to be Analyzed" segment in which the facts of several landmark Supreme Court cases are debriefed. Interspersed among these cases and the cases in the chapter openers are boxed student assignments and thought and discussion questions. Students are asked to try their skills in deciding the cases before they turn to the final opinions of the Court at the end of each chapter. For example, in a chapter on "Freedom of Speech in the Schools," one chapter opener is a case concerning students who were suspended from school for wearing black armbands to protest the war in Vietnam. Students are asked to present the arguments of the school administrator and the students and to state the issue. Following this, the Court opinions are explained. The "Issues to be Analyzed" segment of this chapter includes five similar cases that helped clarify the first decision. Students compare the cases and make decisions for each, stating their opinions before reading the opinions of the Court at the end of the chapter. The author tells students not to be disappointed if their opinions differ from that of the Court, because under liberty they are free to disagree with and even criticize the Court's opinions.

### Evaluative Data

No evaluative data is available from either publisher or author.



## HEADLINE FOCUS WALL MAPS

Developer:	Scholastic Magazines		
Publisher:	Scholastic Magazines 904 Sylvan Avenue Englewood Cliffs, New Jersey 07632		
Publication Date:	Continuous	Grade Level:	6-10
Availability:	From publisher	Subject Area:	Current Events and Geography

### Overview

Headline Focus Wall Maps are published 18 times throughout the school year. The maps cover current world affairs using a separate theme for each map and are designed to supplement upper elementary and junior high social studies classes. Themes of past issues have included "Conflict in Africa," "North America (Energy)," "Human Rights," and "World Terrorism." Students use map skills or graphic interpretation to understand the focus issues. Each issue includes a full color map, statistics and data, a map skills game or quiz, background information, and supporting photographs, cartoons, or graphs. A Teaching Guide includes teacher background material, suggested map-skill activities, questions for research and discussion, and answers to the map game. A map quiz master which can be duplicated for class use is also included, but copies of these were not available for review.

### Materials and Cost

**Materials Package:** Subscription includes 18 issues, each 38" x 25", published twice a month during the school year \$36.00

Semester subscriptions and single issues may also be purchased.

### Required or Suggested Time

Published twice a month, the maps are designed to be used as a supplement to the existing curriculum. The time allowed to teach the map activities is left to the

discretion of the teacher. Generally all of the activities in an issue can be completed in a single class period. Selected activities could be completed in ten to 15 minutes at the beginning or end of a class period.

### Intended User Characteristics

Headline Focus Wall Maps are designed to supplement courses in social studies with a world affairs or current events emphasis. Because the materials are primarily visual in nature and require minimal reading skills, 6th- to 10th-grade students of varying abilities should be able to participate in the activities. A Fry readability assessment of the student background information indicates a 7th-grade reading level. The map skills emphasized are not complex, but often require familiarity with certain geographic concepts such as longitude and latitude. A section in the Teaching Guide provides background information to assist the teacher. No additional teacher training is required to use the maps.

### Rationale and General Objectives

Though objectives are not specifically stated, the Headline Focus Wall Maps should motivate students to think about and better understand current domestic and world problems. Through the various activities and the use of maps, graphs, cartoons, and photographs, students should also develop map and interpretive skills. The periodical nature of the materials should maintain student interest in current affairs and help keep them abreast of world problems.

## Content

There are 18 wall maps published each school year. During the 1977-78 school year, for example, the topics were: U.S. Drought, South America, The Caribbean--Cuba and the Canal, Northern Eurasia, The Soviet Union--The Soviets Celebrate Sixty, Space Odyssey: 1977, Conflict in Africa, Deserts, Europe, North America (Energy), Middle East, U.S. Sunbelt, South Asia and the Indian Ocean, Rim of East Asia, U.S. Pacific Islands, Human Rights, Energy Update, Nigeria, and World Terrorism. While the content of each Wall Map focuses on a different problem, the structure is consistent. One side is a map with accompanying information and a map quiz, while the reverse side contains a Teaching Guide, related visuals such as cartoons or graphs, and background information for the student. For example, "U.S. Drought," the September 1977 issue, consists of a map of the United States and a quiz on one side and a large cartoon on the reverse. The map includes data on average rainfall patterns, the 25 largest cities in the U.S., the drought conditions west of the Mississippi River in the summer of 1977, and sites of the projects proposed for elimination by President Carter. The cartoon depicts Jimmy Carter damming the flow of money for water projects, viewing them as "Pork Barrel Projects." Questions to help students interpret the cartoon are included. A feature new to the 1978-79 series is a "Facts in Focus" section, a resource of facts, figures, trade information, GNP, political and economic trends, and other data.

## Teaching Procedures

The Teaching Guide provides background information on the map's topic for the teacher. Suggested questions are included in the "Map Skills" section of the Guide. These ask

students to locate areas by name, direction, latitude, and longitude; to calculate distances between places; to use the information in the legend; and to state general information that can be derived from the map. The Guides generally include questions for discussion and research related to the topic. One Wall Map, focusing on Nigeria as a "power-house of Africa," examines the geography, resources, government, people, and capital of that country and includes a map of the area on one side and a picture collage of Nigerian women on the reverse. The activities for this Wall Map are typical. The Map Game is similar to a crossword puzzle; students list five major products of Nigeria as pictured on the map to find out the name of an important Nigerian waterway. Other map-skill questions such as "Where are the highest places in Nigeria?" are included in the Teaching Guide. Research and discussion questions ask students to consider "What values of tribal society ought to be preserved?" "What policies would you propose for the U.S. toward Africa?" and other topics. Students also study and discuss the picture essay which explores the varying roles of women in a male-dominated culture. Teachers could organize bi-weekly discussion around each issue. The Wall Maps generally lend themselves to the creativity of the teacher. Besides being used in a teacher-centered lesson, the maps could be placed in a learning center for individual use or displayed on the wall to create interest. A quiz master on the map's topic is easily duplicated for evaluation purposes. Finally, each issue gives a brief description of future issues to allow the teacher to prepare for their use.

## Evaluative Data

The materials have not been formally field-tested.

# INQUIRY INTO WORLD CULTURES

Series Editor: Jack R. Fraenkel, Professor of Interdisciplinary  
Studies in Education  
San Francisco State University

Consultant: Sherwood Lingenfelter, Assistant Professor of Anthropology  
State University of New York at Brockport

Publisher: Prentice-Hall, Inc.  
Educational Book Division  
Englewood Cliffs, New Jersey 07632

Publication Date: 1975-77      Grade Level: 10-12

Availability: From publisher      Subject Area: World Culture

## Overview

Inquiry Into World Cultures introduces high school students to six current global issues: revolution, change, nationalism, diversity, rising expectations, and post-industrialism. The texts offer a nontraditional approach to exploring global issues among representative world cultures and can be used independently to supplement existing curricula or to form a sequence of units for a current global issues course. Each text contains historical and contemporary background materials, readings illustrating the personalized viewpoints of individuals from the representative cultures, and detailed information facilitating the exploration of the focus issues. Accompanying the series is a Teacher's Guide which includes key concepts, important questions raised and ideas explored, and suggested activities.

## Materials and Cost

Student Texts: 6 paperbound books, 122-134 pp., 5 7/8" x 9", titles as follows:

<u>Brazil: Focus on Rising Expectations.</u> By Rosemary G. Messick.	\$ 2.52
<u>China: Focus on Revolution.</u> By Harry M. Lindquist.	\$ 2.52
<u>India: Focus on Change.</u> By Fred R. Holmes.	\$ 2.52
<u>Kenya: Focus on Nationalism.</u> By Robert W. Strayer.	\$ 2.52

<u>Sweden: Focus on Post-Industrialism.</u> By Karen Hopkins.	\$ 2.52
<u>The Arab World: Focus on Diversity.</u> By Jane Antoun.	\$ 2.52
Teacher's Guide: By Jane Antoun. 48 pp., 6" x 9", paperbound	\$ 2.52

## Required or Suggested Time

The series may be used in a variety of ways. Selected chapters of separate texts could supplement world history courses. A single text may form the basis of a 5-7 week course. Separate texts may be used interchangeably to form a quarter or semester course on contemporary cultures or current global issues.

## Intended User Characteristics

Inquiry Into World Cultures is designed for use by senior high school students within the normal range of intellectual capability. Students of differing abilities are likely to be motivated by the use of primary sources and the presentation of divergent viewpoints illustrating the complexity of issues investigated. Teachers using the series need to be flexible and willing to use an inquiry, multidisciplinary approach to learning. The series content requires a teacher with a strong background in world history and a general knowledge of the social sciences.

Data Sheet by Kenneth A. Switzer.

74

## Rationale and General Objectives

The World Cultures series "is based on a number of trends that have developed in the teaching and learning of social studies during the last several years." Each text pursues multiple objectives through a multidisciplinary, humanistic approach. The overall objective of the series is to explore six major cultural concepts as manifested in six representative cultures. The Teacher's Guide lists seven general objectives for the series designed to help students in: "(1) analyzing cultures within their own framework rather than within the framework of western culture; (2) comparing six developing cultures with one another; (3) comparing and contrasting each culture with American culture; (4) understanding the role of tradition in slowly changing societies, and the process of change in developing cultures; (5) realizing the universal elements in human behavior; (6) appreciating cultural differences as evidence of the infinite variety of human behavior; and (7) perceiving cultures as different rather than as "superior" or "inferior" to one another." The texts attempt to stimulate students to become personally involved in the cultures and issues and to become concerned about and critically examine current global issues.

## Content

Each text focuses on a single representative country and is organized around a social or political issue of current global importance: revolution in China, change in India, nationalism in Kenya, post-industrialism in Sweden, diversity in the Arab world, and rising expectations in Brazil. Throughout, the texts draw upon insights from anthropology, economics, history, political science, and sociology. The first chapter in each book introduces the concept and the culture, often with examples of actual people commenting upon their lives and their society. Chapter Two presents a brief history of the culture. The next four or five chapters explore the focusing issue in detail. Each text concludes with a chapter focusing on the future. For example, Kenya: Focus on Nationalism is introduced with accounts of two incidents illustrating some of the intense emotions experienced by the

people of Kenya living under colonial rule. Following a chapter on Kenya before the coming of the European and Kenya under British rule, the book explores the influence of tribe and race upon the national political system, examines the changing economic system, presents divergent views of cultural conflict, and asks the reader to consider the future prospects of an independent Kenya engaged in the delicate task of nation-building. Numerous primary source materials are included to illustrate concepts and to offer divergent viewpoints. In addition, open-ended questions are interspersed throughout the chapters to encourage students to compare their own ideas and attitudes with those of others. For example, a question from the book on Kenya is "Might developing countries like Kenya borrow western technology without accepting western culture?"

## Teaching Procedures

For each text, the Teacher's Guide presents major questions raised; key concepts developed; important ideas explored; and numerous introductory, developmental, and culminating activities. The suggested teaching procedures emphasize active student involvement in a learning process where the teacher is viewed as a fellow inquirer and resource person. The procedures involve students in gathering diverse information, interpreting often contradictory information, and drawing conclusions concerning the issues under investigation. Activities are designed to provide flexibility in meeting the varied needs of students. For one chapter in the book on India, for example, six activities are suggested: studying a photograph; analyzing a story; conceptualizing and drawing maps of a typical Indian village and of their own community and comparing the two; having a panel discussion, a mock interview, or a debate on family and marriage patterns in India and the United States; discussing "sacred cows"; and visiting a museum.

## Evaluative Data

No formal classroom evaluations of the series have been conducted.

## ISMS, THE: MODERN DOCTRINES AND MOVEMENTS

Editor: Bruno Leone  
Series Editors: David Bender and Gary McCuen  
Publisher: Greenhaven Press, Inc.  
1611 Polk Street, N.E.  
Minneapolis, Minnesota 55413  
Publication Date: 1978  
Grade Level: 10-12  
Availability: From publisher  
Subject Area: Contemporary Issues  
and Political Science

---

### Overview

The ISMS: Modern Doctrines and Movements introduces high school students to six current global doctrines: capitalism, socialism, communism, nationalism, internationalism, and racism. Presenting the opinions of numerous individuals and organizations, the texts offer an "opposing viewpoints" approach to exploring modern doctrines and movements. The books can be used independently to supplement existing curricula, or they can be used to form a sequence of units for a contemporary issues course. Each text contains primary source readings presenting diverse points of view, illustrative photographs and editorial cartoons, and open-ended focus questions and discussion activities to facilitate the exploration of the issues.

### Materials and Cost

Student Texts: 6 books, edited  
by Bruno Leone. 5 1/4" x 8 1/2"  
paperbound \$ 2.95  
each  
hardbound \$ 6.95  
each

### Titles as follows:

Capitalism. 123 pp.  
Socialism. 113 pp.  
Communism. 138 pp.  
Nationalism. 135 pp.  
Internationalism. 106 pp.  
Racism. 104 pp.

### Required or Suggested Time

The series may be used in a variety of ways. Selected chapters from the individual texts could supplement world history, U.S. history, or political science courses. A single text may form the basis of a unit on a specific doctrine in a two to three week course. Separate texts may be used interchangeably to form a quarter or semester course on contemporary issues of current global concern.

### Intended User Characteristics

The ISMS: Modern Doctrines and Movements is designed for use by senior high school students within the normal range of intellectual capability. Students of differing abilities are likely to be motivated both by the use of primary source readings and by the inclusion of illustrative photographs and provocative cartoons to present opposing viewpoints on the issues investigated. According to a Fry readability analysis, the reading level ranges from the 10th grade through college; thus the books should not be used with students who have reading difficulties. Teachers using the series need to be flexible in leading classroom debate to explore the complex, controversial nature of the topic issues. The series content requires a teacher with a strong background in modern history.

### Rationale and General Objectives

The ISMS Series is designed to introduce students to the principle doctrines and move-



ments which have influenced the course of modern world history. The overall objective of the series is to explore six major doctrines currently active on a global scale. It is the editors' hope that the books will generate, in the classroom setting, the same serious debate which has surrounded these controversial doctrines at national and international levels. The texts attempt to stimulate students to become personally involved in the examination of the issues and to become actively involved in discussion activities designed to clarify the students' personal opinions.

#### Content

Each text focuses on a single doctrine of current global importance: capitalism, socialism, communism, nationalism, internationalism, and racism. Primary source readings and editorial cartoons are used to present diverse points of view on these topics. The views represent a broad spectrum of society, both in current and historical terms. For example, in the various books students will read excerpts from the works of revolutionaries, newspaper columnists, politicians, historians, lawyers, professors, scientists, emperors, and commoners. The beginning chapters in each text introduce a doctrine and place it in historical perspective. Following chapters present varying views concerning the current role of the doctrine and its relative importance in a global context. For example, Capitalism: Opposing Viewpoints is introduced by the opposing views of Adam Smith (from The Wealth of Nations) and Karl Marx (from The Manifesto of the Communist Party). Following a chapter on capitalism and labor in the nineteenth century, the book presents divergent viewpoints on the virtues and vices of

capitalism, explores socialism as one alternative to capitalism, and asks the reader to consider the future of capitalism as a viable system.

#### Teaching Procedures

There is no teacher's guide for the series. Each text emphasizes student reading and the use of discussion exercises at the end of each chapter to generate classroom debate on the issues surrounding each doctrine. The procedure involves students in interpreting conflicting viewpoints and drawing conclusions concerning issues and doctrines. Open-ended questions precede each reading to focus student attention on important points. For example, questions from the book on Capitalism include: "How is capitalism defined?"; "For what reasons is socialism presented as a real alternative to capitalism?"; and "What relationship does capitalism have to individual freedom?" Discussion activities follow each chapter to foster debate on the issues presented. These activities focus on the personal beliefs and attitudes of the student and often emphasize the development of critical thinking skills. The activity for the chapter on "The Future of Capitalism," for instance, focuses on causes of urban unrest and conflict. In this activity students rank order the causes listed from most important to least important. The activity gives students practice in the skill of analyzing cause and effect relationships.

#### Evaluative Data

No formal classroom evaluations of the series have been conducted.



## LIVING WITH LAWS

Developers: Dick Larson, Russell Winter, and Susan Slaven

Publisher: Coronet Instructional Media  
65 East South Water Street  
Chicago, Illinois 60601

Publication Date: 1977      Grade Level: 4-6 (3)

Availability: From publisher      Subject Area: Legal Education

---

### Overview

Living With Laws is a cassette tape program for upper elementary students which is designed for individual or small group work. The materials consist of six lessons on cassette tapes and accompanying student response sheets. The cassettes introduce entertaining characters who explore various legal questions. At numerous stopping points, students are given the opportunity to check their own understandings by completing the exercises on the student response sheets and receiving immediate feedback from the cassettes. The brief Teacher's Guide contains objectives, a short statement concerning the content emphasis of each cassette, and general information for using the materials. Teachers wishing to use the materials with the entire class must devise their own strategies and probing questions or use the exercises in the student response book as a guide for directed discussion.

### Materials and Cost

Materials Package: Vinyl album, 10 1/4" x 11 1/2", contains 6 audio-cassette tapes; 30 student response books, 12 perforated and punched pages each, 8 1/2" x 11", paperbound; Teacher's Guide, 4 pp., 8 1/2" x 11", folded	\$65.00
Additional student response books, set of 10	\$ 8.00

---

### Required or Suggested Time

No time requirements are specified in the Teacher's Guide. Each cassette requires approximately 13 to 18 minutes if played straight through. However, each includes numerous stopping points to allow students time to fill in their response sheets. To a great extent, student grade level and ability will determine the time required. Any discussion in either small or large group settings will also expand the time required. Because of the self-directing nature of the materials, students can work independently, without excessive demands on the teacher's time. Although the Teacher's Guide suggests that the cassette, "There Oughta Be a Law," be assigned first, the other lessons need not be taught sequentially. Lessons may be taught as a unit, six days in a row, or may be spread out over a number of weeks. No more than one lesson should be taught in a single class period.

### Intended User Characteristics

The publishers of Living With Laws state that the program is particularly useful for students in grades 4-6 and might be used in grades 7-9. This analyst believes it is most appropriate for upper elementary students and might be useful as low as grade 3 with teacher intervention. The publishers have done a particularly fine job in assuring that there is no sex or ethnic bias in the materials. The lessons could be used equally well in rural and urban schools. No special teacher

---

Data Sheet by Mary Jane Turner.

training is necessary as the materials are designed for use without teacher intervention. The Teacher's Guide suggests a management strategy to assure that everyone in the class listens to each cassette.

### Rationale and General Objectives

The developers of Living With Laws believe that most young people view law as a restraining, prohibiting force. They wish to modify this perception by focusing on how laws protect the individual and, at the same time, make it possible "for groups to live together in a productive way." The developers also believe children can and will learn on their own if attractive, challenging content is made available to them. Objectives for the Living With Laws program include helping the learner: "(1) understand that laws structure our society and make it possible to live together; (2) see that laws solve societal problems, protect the individual, and settle disputes peacefully; (3) discover the role of the legislative branch in writing our laws, the executive branch in enforcing them, and the judicial branch in settling disputes about them; and (4) recognize that laws must constantly change to meet the needs of a changing society."

### Content

There are six cassette-directed lessons which make up the program. "There Oughta Be a Law" focuses on the need for laws. Mr. Phideas and a young lady named Patty try to play a game without rules. Then, with a know-it-all computer, they explore the social purposes of law and the difference between norms, rules, and laws. In "Law Comes to Little Muddy," the focus is on the functions of law. "The Senator From Mars" examines law making, representation, and levels of governance. The focus of "Ringo, Spuds and the T-Man" is on the many agencies in the executive branch that enforce law as well as on the civil aspects of enforcement. The courts are the subject of "Witch Versus Snow White." The use

of courts as an objective third party, the difference between civil and criminal suits, and the appeals process make up the content. The last cassette, "Changing Times, Changing Laws," relates social change to law making. Repeal, amendments, varying degrees of enforcement, and judicial precedent are explained.

### Teaching Procedures

Living With Laws was designed to be used by individual students or small groups, without teacher intervention. Each audio cassette develops a story in which interesting characters "do something" or "explain something" about legal issues. One of the characters is always asked to apply knowledge gained in the discussion to various exercises. At this point the cassette is interrupted so the student listeners can complete the same task, using a student response sheet. In "Law Comes to Little Muddy," for example, students and the Sasparilla Kid write a law to resolve a feud over water rights on the Little Muddy River. A task in "Witch Versus Snow White" has students tracing a hypothetical case through various appeals courts. Other activities in the student response book are such things as matching items, picking solutions to a problem from lists, deciding what law enforcement functions are appropriate in given cases, and determining what is criminal and what is civil. Once students have responded to the exercises, the cassette is again turned on so they get immediate feedback on how well they have done. There are no strategies or suggestions provided for the teacher who might wish to extend the program. It is possible to play the cassettes and deal with the exercises in a large group discussion.

### Evaluative Data

Based on input from teachers who tried the prototype program in their classrooms, the materials were revised prior to publication.

## MANY AMERICANS, THE: SETS 1 and 2

Developer: Learning Corporation of America  
Publisher: Learning Corporation of America  
1350 Avenue of the Americas  
New York, New York 10019  
Publication Date: 1976 Grade Level: 4-9  
Availability: From publisher Subject Area: Ethnic Studies and Values Education

### Overview

The Many Americans consists of two sets of four sound/color filmstrips about situations in the lives of eight different minority-culture children in the United States. All eight filmstrips are based on highly praised films and were designed to be used effectively in both social studies and language-arts classes at the upper elementary or junior high level. The stories deal with moral conflicts and dilemmas as well as with the special problems, needs, and experiences of children in different cultural and regional environments. The primary focus of the overall program is on cultural diversity. Each filmstrip/cassette has an accompanying Study Guide comprising five sections: "Summary," "Aims of the Filmstrip," "Questions After Viewing," "Extension Activities," and "Reading Suggestions."

### Materials and Cost

Audiovisual kits: The Many Americans, Sets 1 and 2. 2 cardboard boxes, 7 3/4" x 10 3/4" x 2", each contains the following: 4 color filmstrips, 4 tape cassettes, 4 single-page Study Guides, 6 1/2" x 9 1/2"

Set 1 Titles: Geronimo Jones, Felipa: North of the Border, Todd: Growing Up in Appalachia, Matthew Aliuk: Eskimo in Two Worlds

Set 2 Titles: Lee Suzuki: Home in Hawaii, Miguel: Up From Puerto Rico, Siu Mei Wong: Who Shall I Be?, William: From Georgia to Harlem

Each kit: \$ 94.00

### Required or Suggested Time

Each filmstrip requires between 9 and 12 minutes for showing; subsequent discussion would occupy the remainder of a class period. The Study Guide for each filmstrip provides enough extension activities for several more class periods. If used together, the eight filmstrips can form the basis of a two- to three-week unit.

### Intended User Characteristics

This program is designed for upper elementary and junior high students. Because of its subject matter it would be particularly suitable for students who live in cities or in areas characterized by significant cultural diversity. No special training or skills are required of the teacher other than the ability to lead and stimulate class discussion. Some suggested extension activities would require students to do research in a library or in their community.

### Rationale and General Objectives

Each Study Guide includes a section entitled "Aims of the Filmstrip" which lists three or four broad lesson objectives. Although these vary from filmstrip to filmstrip,

for the most part they focus on understanding cultural diversity; recognizing stereotyping; becoming aware of problems, conflicts, and moral dilemmas that arise when two cultures meet; developing self-expression; and giving minority children confidence in their ability to succeed. For example, the "aims" identified for Todd: Growing Up in Appalachia (Set 1) are: "To present a clear and dramatic picture of life in a poor, rural section of the United States. . . . To emphasize the ethnic and economic diversity of American life and to make children aware of the heterogeneous nature of our society. . . . To interest children in character study and the story form, and to encourage them to retell (the story) themselves." All eight stories were designed to be of high interest to students and to be effectively used in language arts classes as well as in social studies classes.

### Content

The Many Americans is a filmstrip series based on a set of highly praised films about the customs, attitudes, values, and problems of different cultural groups in America. Each filmstrip presents an engaging and believable story in which the central character is a child with whom most students will readily empathize. Geronimo Jones is about a young Indian boy's search for his identity in American society. Felipa: North of the Border depicts a Mexican-American girl's efforts to teach her uncle to read English so he can get a driver's license and a new job. Todd: Growing Up in Appalachia poses a moral dilemma in a setting characterized by poverty and hunger--should a young boy who has found a wallet full of food stamps return the wallet to its owner? In Matthew Aliuk: Eskimo in Two Worlds, a boy from an Alaskan Eskimo family makes a sacrifice for an uncle who has been unable to adjust to life in a modern city. In Set 2, Lee Suzuki: Home in Hawaii tells the story of a boy of mixed racial heritage who uses his ingenuity to help his grandfather save his prized boat and find a new source of income. Miguel: Up From Puerto Rico is about a New

York City boy who discovers that being bi-cultural and bilingual can have important advantages. In William: From Georgia to Harlem, a boy who has just moved to New York City from a Georgia farm struggles with the problem of being the "new kid in the neighborhood" and eventually wins acceptance. The most unusual filmstrip in the program is Siu Mei Wong: Who Shall I Be? The story of an 11-year-old girl who must make a difficult choice between her Chinese heritage and her American interests, Siu Mei Wong is almost entirely in Chinese, with English subtitles.

### Teaching Procedures

The Study Guide for each filmstrip includes a brief summary of the filmstrip story and the objectives of the filmstrip. Two of the Guides suggest activities for use before viewing the filmstrips. Recall and interpretation questions that might be asked by the teacher during the class discussion after students watch the filmstrip are also provided. Questions for Matthew Aliuk: Eskimo in Two Worlds include: "Why did Matthew's uncle Isak leave his village to come to Anchorage?" and "Do you think Isak made the right decision in going back to the village?" Questions are followed by a list of suggestions for student reading as well as at least two extension activities; many of the latter involve research, oral or written composition, and field trips. Often students are to pretend they are one of the characters in the story and describe how they would react or feel in certain situations. For example, in Siu Mei Wong: Who Shall I Be?, students are asked to pretend they are Siu Mei Wong's father and "write a letter to her telling her your reasons for wanting her to keep alive her Chinese heritage."

### Evaluative Data

The materials have not been formally evaluated. They were reviewed, however, by classroom teachers. These reviews are available from the publisher upon request.

## MAP AND GLOBE SKILLS LEARNING MODULE

Project Director:	Susan Mahoney		
Consultant:	Barbara J. Wilson		
Publisher:	Society for Visual Education, Inc. Singer Education Division 1345 Diversey Parkway Chicago, Illinois 60614		
Publication Date:	1976	Grade Level:	3-4 (5)
Availability:	From publisher	Subject Area:	Geography

### Overview

The Map and Globe Skills Learning Module, designed for use in the upper primary and early intermediate grades, uses a multimedia approach to introduce or provide remediation in map and globe skills. Basic map and globe concepts and skills are introduced in six filmstrips and are reinforced and extended through the other components. Activities for individuals and small and large groups include map making, puzzles, games, role playing, and map reading. A Classroom Management Guide outlines the structure of the program, identifying for each module component the purpose, content, and suggested uses and providing suggestions for unit organization. The complete module would require six or seven weeks to complete.

### Materials and Cost

Materials Package: Map and Globe Skills Learning Module. Cardboard box, 8" x 19 1/2" x 13 1/2", contains the following: Classroom Management Guide. 31 pp., 6" x 9", paperbound; 6 filmstrips; 6 cassettes; 48 laminated activity cards; Capture! A Map Locations Floor Game; Map Cassette Adventures; 8 Map It From the Air Aerial Photo Cards; 9 cardboard Continent Puzzle Cubes; 1 box of wax crayons

total Package: \$175.00

Components may be purchased individually.

### Required or Suggested Time

Since the Map and Globe Skills Learning Module is supplemental to the basal social studies program, there are no suggested time guidelines. Viewing time for the six filmstrips varies from nine to twelve minutes. All the other activities can be completed within 30-minute class periods. The module can be presented basically in two ways: in a six to seven week unit following the sequence of the filmstrips, or in a series of up to seven shorter units based on seven major concepts and skills. These shorter units would each require approximately six to eight class periods to complete.

### Intended User Characteristics

The Map and Globe Skills Learning Module was designed for use in the 3rd and 4th grades, but could be used in the early intermediate grades for remediation in basic map and globe skills. Since the presentation is primarily audiovisual, minimal reading skills are required. The "Continent Puzzle Cubes" may be difficult for average 3rd- and 4th-grade students. Advanced students, however, should find them challenging.

### Rationale and General Objectives

These materials were developed to provide "an exciting and thorough program in map and globe skills for the primary and early intermediate grades." The developers had two major aims: that the materials be "educationally sound, incorporating a systematic program of map and globe skills based

Data Sheet by Maria L. Rydstedt.



on student readiness, text correlations, and curriculum research; and that (they) be exciting and fun to use, stimulating student interest in and excitement about map and globe study, an area that many consider unexciting. Learning objectives for each module component are provided in the Classroom Management Guide.

## Content

The Map and Globe Skills Learning Module focuses on seven basic map and globe concepts and skills: purposes and properties of maps and globes, simple mapping, symbols and map legends, direction/orientation/directions, location, scale and distance, and relationships and interpretation. Six color, sound filmstrips form the core of the learning module. "Introducing Globes and Maps," the first filmstrip, focuses on the globe as a model of the earth, the similarities and differences between the globe and the earth and between maps and globes, and on how maps and globes help us "locate places and learn about the world." The content is presented through the characters Doris, Alec, Mandy, Walter, and Mapman, a superhero of the module. In the second filmstrip, "Making Simple Maps," Mapman and Alec show students how to make maps and introduce the concepts of scale, relative size, and relative location. In "Cardinal Directions," Compass Rose--the module's other superperson--introduces the children to cardinal directions and shows how the compass rose provides direction orientation on maps. In "Legend, Scale, Intermediate Directions, Location," Mapman shows the children that map symbols, legends, name labels, and the compass rose are important parts of map language. In "Specialized Maps," Compass Rose shows the children her fabulous map collection. The children learn that maps have different purposes and, thus, are drawn to different scales, include different information, and use different symbols. The last filmstrip is "Locating Places on Globes." Compass Rose introduces the children to the North and South poles, the Equator, the Prime Meridian, the four hemispheres, and latitude and longitude as location

and direction aids. The other module components--activity cards, aerial photo cards, cassette adventures, map locations floor game, and puzzle cubes--reinforce and extend the map and globe concepts and skills introduced in the filmstrips.

## Teaching Procedures

The Classroom Management Guide presents two useful tables which can assist the teacher in organizing a map and globe skills unit. The first table tells the teacher which the filmstrips and other module components can be used to teach each of seven concepts and give the students practice with each skill. The second table relates individual, small group, and whole class activities from the various module components to each filmstrip. The program is structured with a minimum amount of teacher preparation and requires little teacher direction. The activity cards include numerous creative activities, projects, games, and puzzles for individual students or groups. In one activity, students write tongue twisters about the cardinal directions, i.e. "Sammy Shingle Swam South." The "Map It From the Air Aerial Photo Cards" give students practice in making maps. "Map Cassette Adventures" involve students in six role-playing and problem-solving activities. The game of "Capture!" gives students practice in locating places on a map with a letter-number grid and in using cardinal and intermediate directions to move from one location to another. Using the "Content Puzzle Cubes" students can make puzzles of six continents. Other suggested uses for the puzzle cubes are to have the children copy the maps after completing the puzzles, or to play a guessing game, holding up one cube and guessing which side goes with which continent.

## Evaluative Data

The activity cards, Map Cassette Adventures, and map floor game were used successfully in several classrooms prior to publication. Information is available from the publisher.



## MY BACKYARD HISTORY BOOK

Author: David Weitzman

Publisher: Little, Brown and Company  
34 Beacon Street  
Boston, Massachusetts 02106

Publication Date: 1975

Grade Level: 4-12

Availability: From publisher

Subject Area: Family History and  
Local History

### Overview

One of the books in the Brown Paper School series, My Backyard History Book is composed of activities and strategies that will stimulate students to become curious about local and family history. Starting with an examination of how surnames evolved, the author employs an expanding model of history studies. Students begin with an activity in which they become aware that they each have a "history," move on to an extensive set of activities to explore their family backgrounds, then examine their community's past. Using this process, the author hopes to personalize history and interest students in becoming "backyard historians," or amateur collectors and analyzers of the items and events that give history meaning. In the process of participating in the activities, students have an opportunity to improve their skills of inference, analysis, and language arts. They also learn other, more specific skills such as how to make a stone rubbing, how to prepare a family tree, and how to copy old photographs. In addition, students are encouraged to seek out older family and community members to use as resources. The intent of the book is to provide students with ongoing interests and skills, so that they are encouraged to continue pursuing the study of "backyard history."

### Materials and Cost

Student Book: My Backyard History Book. By David Weitzman. 128 pp., 7 1/2" x 10"

paperbound  
hardbound

\$ 3.95  
\$ 6.95

### Required or Suggested Time

My Backyard History Book has been developed to start students on the road toward the lifelong enjoyment of history. As a result, no time requirements are indicated. Each activity gives students a starting point and the skills or information necessary to complete the activity, and then leaves students free to pursue the topic at their own pace. The book's 34 lesson activities could, however, form the basis of a quarter or semester course in local or family history.

### Intended User Characteristics

The back cover states that "This is the first local history book for kids." The author indicates that My Backyard History Book could be used by students in grades 4 and above. Since the strategies employed are those used by all students of history, regardless of age, the materials provide an excellent basis for future inquiry. The author's expanding model of studying history, in which students begin with their own histories and gradually move on to larger concerns, is intended to stimulate students to pursue the study of history on their own. In addition, high interest activities, accompanied by numerous whimsical line drawings and photos, provide a learning incentive to poorly motivated students. For these students, the materials offer opportunities for improving reading, writing, research, and communication skills.

### Rationale and General Objectives

The publisher states that "the Brown Paper School is a series of small books about

big ideas" put together by a group of Californian teachers, writers, and artists who believe that "learning only happens when it is wanted; that it can happen anywhere and doesn't require fancy tools." My Backyard History Book is organized around the idea that the learning of history begins best at home. Although no objectives are stated, students using the book should gain a better understanding of who they are and where their families come from. Through comparing histories with classmates, they should also develop an understanding of and tolerance for individual differences.

### Content

Students begin their exploration of the past by examining how last names developed and what certain kinds of names mean. Having thus identified themselves, students are then asked to reconstruct their lives by making time lines showing important events in their lives. In the next activity students prepare a "birthday time capsule" to be opened after a certain number of years. Students then examine their family histories, learning how to prepare various forms of a family tree; one activity requires each student to make a family map showing the various migrations and movements of the family. Students also learn the value of examining old photographs to discover information about the people and the time portrayed. Another activity shows students how to make a simple copy stand to reproduce valuable photographs for use in other activities. Following this, students begin to assemble their "family archives," which can be added to as new information becomes available. In all cases, students are encouraged to make use of older members of their family and community. Some activities call for the use of a tape recorder, with the tape

being incorporated into the family archives. Midway through the book the activities become less personal and more involved with the community at large. In order to gather information about their community, students look at old phone books, learn about the architecture of old buildings, visit cemeteries, and examine the growth pattern of their town. Trains and railroads are examined, and students learn how to make rubbings which will preserve the data on such items as cornerstones and gravestones. The book concludes with an activity in which students are asked to take photographs of all sides of a building and then put the building together as a miniature, free-standing structure. In this way, the author suggests, students can reproduce as much of their town as they desire.

### Teaching Procedures

Although there is no Teacher's Guide to accompany My Backyard History Book, the book itself is full of activities for individual, small group, or class projects. By their very nature, the family research projects must be done on an individual basis. However, the creative teacher could design interesting class or group activities in which students compare various aspects of their family histories. The activities in the book could also be used to advantage by the entire class in relating events in their own families and community to the major historical events recorded in their United States history textbook.

### Evaluative Data

No evaluative studies have been conducted on the use of My Backyard History Book. The publishers indicate that the book is currently being used in classroom situations.

## MY FRIENDS AND ME

Author: Duane E. Davis  
Publisher: American Guidance Service, Inc.  
Publishers' Building  
Circle Pines, Minnesota 55014  
Publication Date: 1977  
Grade Level: Preschool-1  
Availability: From publisher  
Subject Area: Affective Education

### Overview

My Friends and Me is a full-year program designed to nurture the personal and social development of preschool children. Eight basic themes are presented in a spiral sequence through 190 lessons that incorporate both listening and participatory activities. Each lesson makes extensive use of the kit materials, which are designed to involve children in listening, singing, talking, watching, manipulating, role playing, and cooperating. The clarity and detail of the teaching instructions make it possible for the program to be presented successfully even by adults who have had no special training.

**Materials Package:** Metal carrying case, 13 3/4" x 12 3/4" x 12 1/4"; porcelain-finished activity board, 24" x 32"; 59 magnetic shapes; 4 liquid-chalk pens, eraser; 3 print blocks; ink, ink pad, sponge; 8 cassettes or twelve records; 6 vinyl-coated activity pictures printed back-to-back; 2 stuffed dolls, 12" high; Story Books 1 and 2; 232 pp. total, lap-easel format, spiralbound; 23 song cards; duplicating masters for 37 family activities; Activity Manuals 1 and 2, 393 pp. and 336 pp., containing 190 lesson activities, spiralbound; Teacher's Guide, 43 pp., paperbound. \$180.00

**Additional Materials:** Optional set of 12 folding legs for activity board \$20.00

### Required or Suggested Time

The 190 activities in this kit provide enough lessons for an entire school year. Each lesson typically requires between 20 and 30 minutes; however, many lessons include suggestions for shortening or lengthening activities to accommodate varying needs and abilities. Although the developers recommend that the kit be used every day, 40 representative lessons have been singled out for teachers who want to use the activities only once or twice a week.

### Intended User Characteristics

My Friends and Me (Friends) was designed to be used with small or large groups of children in academic or social preschool programs. The kit may also be appropriate at the kindergarten or 1st-grade level. No reading skills are required; children participate by listening, discussing, singing, pantomiming, and drawing. The materials are durable and colorful, and the activities are equally appropriate for large areas and limited spaces. According to the Teacher's Guide, the unit can be taught by "any adult who is sensitive to the personal and social needs of young children and who is willing to study the program."

### Rationale and General Objectives

The purpose of the Friends kit, as stated by the developers, is "to nurture the personal and social development of preschool children" by encouraging them "to make discoveries about themselves and their friends and to develop healthy, realistic attitudes about themselves, their peers, and their world." The program was designed on the premise

that "a clear personal identity, or self-image, is basic to healthy psychological development, and that a person's self-image is developed through social interaction." Thus the two-fold focus of the kit is (1) "to help each child develop a confident and realistic personal identity" and (2) "to help each child develop essential social skills and understandings." The activities are organized into eight "cluster themes": social identity, emotional identity, physical identity, intellectual and creative identity, cooperation, consideration for others, ownership and sharing, and dependence and help. Each lesson activity is further identified by a specific focus statement; for example, the focus statement for Activity 18 is "Physical Identity: Recognizing physical differences as part of individual uniqueness."

### Content

All the materials and activities in the Friends kit are designed to help children learn through reflection, participation, and experience. Each lesson is based on one of the eight cluster themes mentioned above. The songs, stories, and pictures used to introduce and reinforce the themes represent settings familiar to young children--often, a preschool classroom. Tasks requiring interaction and cooperation follow listening activities promoting those themes. The "spiral" method of sequencing the activity themes allows ample opportunity for review and repetition. The child's "world" reflected in the kit materials includes people of all shapes, sizes, ages, and colors; they are shown playing a variety of roles and expressing a variety of emotions. For example, in the group of recorded songs about different emotional states, the song about feeling angry is sung by a woman, while the song about being afraid is sung by a man. People with physical disabilities are presented in a matter-of-fact way as part of a child's everyday environment. The pictures and stories also illustrate a variety of family structures and life styles in urban, suburban, small-town, and rural settings. The inclusion of 38 family activities encourages parental involvement with children's learning experiences and provides a bridge between "the

world of the school" and "the world of home." Each take-home sheet contains information about child development as well as suggestions for activities that can be done by children with their parents and siblings.

### Teaching Procedures

Activity Manuals provide clear, step-by-step directions for presenting each lesson. The specific focus of the lesson and all the materials needed for using it are listed at the beginning of the teaching directions. The "Do" column on the left side of each page describes suggested actions, while the "Say" column provides appropriate accompanying words. When the "Say" column includes read-aloud stories, key phrases are printed in bold type to assist teachers who prefer to tell stories in their own words. Each lesson begins by gathering the children together. (One of the 23 original songs written for the program, "Come Together," was designed to be used for this purpose.) The two stuffed dolls, Candoo and Wilddoo, are used to introduce many activities and ideas. (This is done by having them "whisper" into the teacher's ear.) Almost every lesson relies heavily on using the activity board to illustrate concepts and ideas; children as well as the teacher participate in doing this. Most lessons also include singing and listening to recorded songs and activities. Creativity is encouraged by the inclusion of many "make-believe" activities. The Teacher's Guide points out the importance of the teacher's role in successfully presenting the program and suggests several strategies for creating an atmosphere in which the children feel a sense of belonging and a freedom to grow.

### Evaluative Data

My Friends and Me was field tested in 1975 by 52 teachers and approximately 1,300 children in 42 locations in Canada and the United States. The children who participated in the field test represented a broad range of ethnic backgrounds and socioeconomic conditions. The program was refined and reorganized after the field test.



# OPPOSING VIEWPOINTS SERIES VOLUME II

Editors: David L. Bender and Gary E. McCuen

Publisher: Greenhaven Press  
1611 Polk Street, N.E.  
Minneapolis, Minnesota 55413

Publication Date: 1972-76

Grade Level: 9-12

Availability: From publisher

Subject Area: Contemporary Issues and  
Multidisciplinary Social  
Studies

## Overview

The Opposing Viewpoints Series consists of 12 books on current social, political, and economic issues. Six of the books are analyzed in a previous data sheet. Volume II of the series includes books on values, justice, economics, death and dying, the sexual revolution, and the Vietnam War. Each examines an issue by presenting opposing points of view taken from newspaper and magazine articles, speeches, and other original sources. Organizing questions are presented prior to each reading, and related Future Planning Games present several class or small group activities for further exploration of the topics.

## Materials and Cost

Student Materials: Six sets of materials; each includes: student text, 5½" x 8½", paper-bound; Future Planning Game, 17" x 22"; titles as follows:

<u>American Values</u> . 262 pp.	\$ 3.95
Game: <u>Examining American Values</u> .	.95
<u>American Justice: Is America a Just Society?</u> 155 pp.	\$ 2.95,
Game: <u>Protecting Minority Rights</u> .	\$ .95
<u>Economics in America</u> . 195 pp.	\$ 3.95
Game: <u>Determining Economic Values</u> .	\$ .95
<u>The Indochina War: Why Our Policy Failed</u> . 122 pp.	\$ 2.95

Game: Planning American Policy in Developing Nations.

Problems of Death. 152 pp. \$ 2.95

Game: Dealing with Death. \$ .95

The Sexual Revolution: Traditional Mores Versus New Values. 105 pp. \$ 2.95

Game: Determining Family and Sexual Roles. \$ .95

Library: 6 copies of each text title \$118.20

Hardbound text editions, \$6.95-\$10.95. Contact publisher for purchase options on hardbound copies of Future Planning Games.

## Required or Suggested Time

Each text is designed to provide two to three weeks of class materials. The Future Planning Games contain four or five activities, each requiring a class period. Thus, a single text, together with its companion game, could be used as the basis for a short course, while the full set of six books could be used for a one-semester course in modern American problems. All of the texts and games could be used to supplement social studies courses; for example, American Justice could be used in a legal education course and Economics in America in an economics course.

Data Sheet by Frances Haley.

## Intended User Characteristics

Because the majority of the readings are original source documents, we cannot report a general readability level for the materials; however, students in grades 9 through 12 with average or above reading ability should be able to read the books without difficulty. The future planning games require very little reading; therefore, they can be used with students of below-average reading ability. Teachers must decide how to best use the materials and must be willing to make their own lesson plans since there are no Teacher's Guides.

## Rationale and General Objectives

The editors believe that a democratic society should provide a forum for "public debate to determine the common good." Their major objective is "to present the reader with alternative points of view on complex and sensitive issues." Through understanding opposing viewpoints, particularly viewpoints different from their own, students should better understand the issues and "appreciate the complexity of even seemingly simple issues when good and honest men disagree." Through the use of these materials, students should also be able to ask appropriate questions and apply the necessary skills to rationally analyze and interpret what they read.

## Content

Opposing Viewpoints Volume M focuses on current, controversial social, economic, and political issues. American Justice presents opposing viewpoints on criminal, economic, and social justice. American intervention in Chile is studied in the chapter on justice and foreign policy. American Values begins with opposing views of what America stands for; subsequent chapters look at business, political, and religious values. The text concludes with readings on patriotism and "What America Needs." Opposing viewpoints on morality and values, the role of government, big business and free enterprise, tax reform, the national debt, social security, and multinational corporations are presented in Economics in America. The Indochina War begins with an historical examination of the war years. The issues of whether U.S. intervention would promote or prevent Communism, the case for

and against American involvement in Cambodia, and the role of Vietnam are covered. The next chapters look at why American policy failed and the lessons and consequences of our involvement in the war. The text, Problems of Death, focuses on several issues related to death--abortion, euthanasia, capital punishment, and suicide. The final chapter presents two widely different views on American funeral practices. A variety of issues related to the sexual revolution are presented in the text of that name. They include women's liberation, premarital sex, homosexuality, the role of the family, and sex education. The Future Planning Games are related to the texts, but, rather than covering the exact same issues, focus on future planning and institutional change. For example, Examining American Values has exercises on the all American hero, the American dream, America's "civil religion" in 2076, immigration and American ideals, and admitting immigrants.

## Teaching Procedures

Each reading in the Opposing Viewpoints series is preceded by several questions which can be used to guide student reading, stimulate class discussion, and promote critical thinking. Interspersed throughout each text are a variety of exercises for small groups. For example, in The Indochina War there is an exercise entitled "Locating Scapegoats." Students read three paragraphs describing scapegoating. They are then given two cartoons and asked to discuss why these are examples of scapegoating. Following this, the students mark ten statements as examples or not examples of scapegoating. They then discuss their answers with the rest of the class. The exercises in the Future Planning Games are similar to those in the texts. Students generally work in small groups and are involved in value analysis, critical-thinking exercises, or problem-solving activities. The teacher should also read assignments in advance since some may be difficult for slower readers.

## Evaluative Data

The books have not been formally evaluated in field-test situations.



## OURSTORY

Developer: Films Incorporated  
Publisher: Films Incorporated  
MovieStrip Division  
1144 Wilmette Avenue  
Wilmette, Illinois 60091

Publication Date: 1977  
Availability: From publisher  
Grade Level: 7-12 (13-14)  
Subject Area: American History

### Overview

Ourstory was originally developed by WNET of New York for the Public Broadcasting System as a series of full length movies based on significant but relatively obscure events in American history. Six of these have been adapted to a filmstrip format for junior and senior high school American history classes. The filmstrips are devoted to broad students' historical awareness and understanding through the in-depth exploration of important events, issues, and themes in American history. By portraying important, often ignored episodes and characters, the developers hope the filmstrips will convey to students a personal feeling for the historical period being studied. The filmstrips deal with the theme of justice and with political, social, and economic currents in American

### Materials and Cost

Materials Package: Two cardboard boxes, 9 1/2" x 6" x 2 7/8", each containing: Teacher's Guide. By Thomas J. Ladenburg. 4 pp., 11" x 8 1/2", paper brochure format; 3 color filmstrips; 3 cassettes. Titles as follows:

Ourstory 1-3: Includes

"The Peach Gang,"

"Eliza," "The World

Turned Upside Down"

\$59.50

Ourstory 4-6: Includes

"The Last Ballot,"

"The Erie War," "Jade

Snow"

\$59.50

Both sets

\$99.50

### Required or Suggested Time

The filmstrips are supplementary in nature and may be used as a series or individually to highlight various topics in American history courses. Each lasts from 15 to 20 minutes.

### Intended User Characteristics

The packages are designed for use with junior and senior high school students in American history courses. Due to the audio-visual format, reading level is not a consideration. While specific prior knowledge of the content area is not required, a basic grasp of American history would greatly enhance student understanding of the material. No special teacher training is necessary; but teachers will find it helpful to read the descriptive materials and classroom applications which are presented for each filmstrip in the Teacher's Guide.

### Rationale and General Objectives

Ourstory is designed "to raise issues which have been important throughout the course of American history: equal justice for all, respect for the land, slavery, conscience in the legislative process, greed in big business, ethnic pride." By focusing on little known people and events the filmstrips aim to motivate students to formulate ideas relating to major themes in American history. Questions about why the filmstrip characters acted and thought as they did are intended to help students develop insight into the motivations of ordinary persons who incidentally played significant roles in American history. Students should also develop an awareness of how everyday events relate to underlying trends which have shaped American history.

## Content

Ourstory shows how ordinary people and events are just as much a part of American history as are decisive battles, political leaders, western marshalls, and other famous and infamous individuals. The first three filmstrips center around questions of justice. In "The Peach Gang," Arthur Peach, an indentured servant, must face a jury trial in Plymouth for his wanton murder of a Narraganset Indian. Students are directed to decide his fate, as the goodman jurors did in 1683. "Eliza" is a teenager beset with difficulties as she tries valiantly to save her family's failing plantation in Charleston, South Carolina. Students are involved in discussions of the justice of the plantation system, master/slave relationships, and conflicting interests of persons involved in various ways with a single plot of land. In "The World Turned Upside Down," a black slave becomes involved in transmitting messages across enemy lines in the American Revolutionary War and, as a consequence, finds out about various interpretations of freedom and justice. The second set of filmstrips deals with political, economic, and social forces which have shaped American history. "The Last Ballot" focuses on American electoral and political processes by investigating how the ballot of one Federalist in the House of Representatives determined the Presidential election of 1800 between Thomas Jefferson and Aaron Burr. Ruthless tactics of post-Civil War entrepreneurs are the topic of "The Erie War." Issues stressed in this filmstrip are greed, the struggle for political and economic power, stock manipulation, bribery of legislators, and illegal scheming. The last filmstrip, "Jade Snow," portrays how a young girl, born into a traditional Chinese family in San Francisco during the 1930s, tries to come to terms with family demands, personal desires for achievement and success, social expectations, and racial and sexual discrimination.

## Teaching Procedures

The filmstrips are adaptable to a variety of teaching situations. The thematic approach

used in the filmstrips can be extended to the classroom. If students are studying the theme of justice, the first three filmstrips can be presented. Students can relate the second set of filmstrips to the study of political, economic, and social forces which have played important roles in American history. Another possibility is to show the filmstrips chronologically as students are studying the particular period of history in which each event takes place. Thirdly, the filmstrips could be used for comparison studies. For instance, if students are studying about the role of blacks in World War II, this could be compared to the role of blacks in the Revolutionary War by viewing "The World Turned Upside Down." In all cases, the teacher should find it useful to present background information about the period in question to increase student understanding of the significance of the event described in the filmstrip. The Teacher's Guide is brief, including an overview of the common theme for each set of filmstrips, a description of each filmstrip, and questions and activities for before and after viewing. These are primarily discussion activities, but suggestions are also made for other learning activities, such as role playing, written exercises, dramatic presentations, and panel discussions.

## Evaluative Data

The filmstrip series was adapted from a WNET Public Broadcasting program series. Because the Public Broadcasting series was widely disseminated and well received by teachers, the developers did not consider it necessary to carry out formal testing of the material. However, they did rely on feedback and editing suggestions from junior and senior high schools in New York, Florida, Illinois, Iowa, California, and Massachusetts. The publishers also point out that the Ourstory series has been recommended by the National Education Association.

## PEOPLES AND CULTURES

Author/Editor: James I. Clark and Seymour Fersh  
Publisher: McDougal, Littel and Company  
P. O. Box 1667  
Evanston, Illinois 60204  
Publication Date: 1974-78  
Grade Level: 10-12 (9)  
Availability: From publisher  
Subject Area: World Cultures and  
World History

### Overview

Peoples and Cultures is a series of books designed to help high school students understand and appreciate the diversity and uniqueness of various cultural regions throughout the world. An introductory book, Learning About Peoples and Cultures, provides students with a process for viewing other cultures. The remaining books allow students to apply their new knowledge and understanding to seven areas of the world, including Africa, China, Japan, the Soviet Union, Latin America, Southeast Asia, and India. Each of the books in the series makes use of primary source materials and extensive use of striking photographs and illustrations. A Teacher's Guide accompanies each of the books with chapter summaries, activity suggestions, and tests.

### Materials and Cost

#### Student Texts:

Learning About Peoples and Cultures. Seymour Fersh, ed. 120 pp., 8" x 9"

Africa, China, India, Japan, Latin America, Southeast Asia, The Soviet Union.

Each by James I. Clark, 8" x 9 1/2", 140-160 pp.  
paperbound

hardbound

\$ 3.96

each

\$ 5.84

each

Quantity discounts available

Teacher's Guides for each title

45-73 pp. paperbound

\$ 1.99

Free with orders of 25 or more.

### Required or Suggested Time

The authors do not specify a particular amount of time for using the various texts. If the series were used in its entirety, the texts would provide the basis for an intensive, year-long course in world cultures. However, depending on the objectives to be reached, individual titles or chapters or selections from any or all of the books can be used independently or to supplement related courses. In a quarter or semester course instructors may wish to use the general text, Learning About Peoples and Cultures, as a background book for the entire class, and allow individual students or groups of students to choose the country or countries they wish to study in more detail.

### Intended User Characteristics

The Peoples and Cultures series has been developed for use by average or above-average ability high school students. The Fry formula was used to assess the readability of the materials; it was found that the materials are appropriate for use with students at a 10th-grade reading level. Teachers do not need any special preparation to implement the texts in their classes.

### Rationale and General Objectives

The primary goal of the Peoples and Cultures series is to "help students develop positive skills, understandings, attitudes, appreciations, and behaviors concerning peoples

and cultures." The introductory book, Learning About Peoples and Cultures, is designed to provide students with a "process" for viewing other cultures from a non-ethnocentric point of view. The student can begin his or her study with a look at the individual in relation to the cosmos, proceeding to a more in-depth examination in which foreign cultures are investigated and the student's own place in the world is discerned. The individual titles are designed to provide a comprehensive analysis of the history and culture of selected areas or countries. The books examine these cultures from an inside point of view, rather than as an outsider might view them, without comparing them to existing norms in other countries. The intention is to present material which "respects other cultures and reflects honestly the cultural uniqueness of their peoples." Finally, the author presents primary source materials to add interest to the readings and provides a highly readable, visually exciting format to maintain interest.

#### Content

The Peoples and Cultures series contains two major components. The first text, Learning About Peoples and Cultures, provides background and introductory material for the series. This text is a compilation of writings investigating the place of humankind in the physical environment and the relationships that have developed among peoples of diverse cultures. Providing a "process" for examining other cultures, the chapters discuss and illustrate the differences between egocentrism and ethnocentrism; suggest ways for avoiding and/or discrediting stereotypes and prejudice; provide examples of how and why false attitudes emerge; discuss methods of communication which go beyond language; and provide a view of cultural pluralism in the United States with an emphasis on perceiving cultural differences accurately by first examining personal values and beliefs. Seven titles currently comprise the second part of the series: Africa, China, Latin America, India, Japan, The Soviet Union, and Southeast Asia. An eighth title, The Mediterranean Rim, is cur-

rently in production and will be available in 1979. Each of the area studies books follows the same format. The first half of the book presents a comprehensive history geared toward giving students sufficient information to understand how current conditions came about from the past. The second half of the book focuses on contemporary society--values, attitudes, customs, the economy, religion, government, and other aspects of a culture. For example, each book examines the customs surrounding childbirth, marriage, death, and work. At the end of each area study book is a Student's Guide containing a brief outline; important people, concepts, and words; and key questions for each chapter.

#### Teaching Procedures

An extensive teacher's manual accompanies each of the individual books in the series. The chapters in the introductory book, Learning About Peoples and Cultures, can be read and taught chronologically, beginning with a broad perspective and narrowing to a more in-depth study. The Teacher's Guide contains instructional procedures and suggestions for each chapter, but these are intended to stimulate rather than to prescribe a particular teaching mode. It is recommended that students read through the entire book to prevent the formation of preconceived notions on culture. After completing the introductory text, students can begin the individual area studies. The Teacher's Guides for these books contain introductory information; chapter summaries; suggestions for discussion and activities, including a variety of individual and group projects; a geography study, providing a series of map exercises; chapter tests; and an annotated listing of supplementary resource material. Suggested teaching strategies in all the books are varied and include drawing cartoons, assuming various roles, and analyzing primary source materials.

#### Evaluative Data

The publisher indicates that no formal evaluation of the series has been conducted.



## READING AMERICAN HISTORY

Authors: Glen E. Hughes, Norman D. Miller, and Stephen L. Volkerling  
Publisher: Scott, Foresman and Company  
1900 East Lake Avenue  
Glenwood, Illinois 60025  
Publication Date: 1978  
Grade Level: 7-8 (9-12)  
Availability: From publisher  
Subject Area: American History and Reading

### Overview

In response to the interest in teaching reading in the content areas, Reading American History teaches reading skills using American history content. Designed to supplement either reading or American history curriculum at the junior high school level, Reading contains 148 exercises that focus on understanding the main idea, learning the vocabulary, and reading maps and graphs. Organized chronologically into 12 units of 12 exercises each, the workbook could easily be used to supplement a chronological course. Selected lessons could be used out of sequence in topical U.S. history courses as well. Each exercise is a one-page, skill-focused activity. An introduction explains to the students both the skills taught and the exercises used to teach them. The teacher's edition provides the correct responses.

### Materials and Cost

Student Text: Reading American History. By Glen E. Hughes et al., 148 pp., 8 1/4" x 10 7/8", paperbound \$4.93

Teacher's Annotated Edition: 148 pp., 8 1/4" x 10 7/8", paperbound \$3.87

### Required or Suggested Time

The authors suggest that each of the 12 units be used over a three-week period. This would require students to complete four exercises each week over an entire school year. Each exercise could easily be finished

in one class period or used for independent work. The lessons are chronological, but teachers can use all or only selected activities in any order they choose.

### Intended User Characteristics

This workbook is designed for students in junior high school American history courses. It could also be used with senior high students who have reading difficulties. The authors state that Reading can be used as a supplement to any American history textbook, or, "since it is self-sufficient, it may be used independently of any other text material." No special teacher training is required, although a basic understanding of American history would allow greater depth. Training in teaching reading is not required.

### Rationale and General Objectives

The major goal of this book is to use American history as a medium through which reading skills are taught and reinforced. The authors based the workbook on a belief that reading is fundamental. They state that "since history is primarily a literary pursuit, skill in reading is necessary in order for a student to succeed in and enjoy the subject. Within the area of reading skills, none are more basic than understanding the main idea, learning the vocabulary, and reading maps and graphs." A variety of exercises have been developed to teach these skills, recognizing that students need variety as well as constant practice and reinforcement. The final section of the workbook, "History in the

Data Sheet by Susan K. Hustleby.

Making," is "intended to show students that history is constantly being made--and that reading skills are continually being developed."

### Content

Through the exercises presented, students learn not only historical content, but also to get the main idea out of each paragraph they read, to understand important vocabulary terms, and to read maps and graphs. The exercises are divided into 12 chronological units, each containing 12 exercises, and a shorter concluding unit. The 12 units are: "Exploration and Colonization," "Independence," "New Nation," "Sectionalism and Nationalism," "Before the Civil War," "Civil War and Reconstruction," "The Far West," "Industrialization," "World Power," "The 1920s," "Depression and New Deal," and "World War II and Its Aftermath." The exercises are based on content similar to that found in traditional American history texts. For example, "World War II and Its Aftermath" includes activities based on events such as Hitler's treatment of the Jews, the attack on Pearl Harbor, the use of the atomic bomb, the Cold War, the war in Vietnam, and Watergate. The concluding section, "History in the Making," focuses on current events and illustrates the need for reading skills beyond the classroom.

### Teaching Procedures

The introduction, "How to Use the Book," introduces the student to three types of reading skills--understanding the main idea, learning vocabulary, and reading maps and graphs. Three different types of exercises are used to help students get the main idea. In the first type, the student is asked to find the main idea in a short paragraph by underlining the topic sentence. Its location is varied so that students will learn the topic sentence can be any place in the paragraph. The second exercise asks the student to select the main

idea from three possible choices, only one of which best states the main idea. The last main idea exercise asks the student to write out what he or she thinks is the main idea. In some exercises of this type, the main idea is clearly stated, while in others, the student must synthesize the content in one sentence. The methods used to help students learn vocabulary include sentence completion, matching, word unscrambling, fill-in, word search puzzles, and crossword puzzles. In learning to read maps, students practice finding direction, location, and distance and reading the title and legend. The graphs are primarily line graphs but a few bar graphs are included. Students must learn to read the maps and graphs accurately in order to correctly answer the questions that accompany each. Each unit contains exercises for developing each of the three skill types. Specific student directions are given for each exercise. It is the teacher's task to select the exercise corresponding to the American history topic being studied and to the skill areas in which the student needs work. No specific teaching directions are included. The lessons can be used by the entire class or to remediate or reinforce skills for individual students. The teacher might wish to expand on some of the activities. For example, the exercise "The Twenties" consists of a word search puzzle with terms such as "suffrage," "Red Scare," "Immigration," and "Ku Klux Klan." The teacher might ask students to define the terms or give their historical importance. The various exercises could also serve as models for other content areas.

### Evaluative Data

The authors of Reading American History, classroom teachers at Joliet Central High School, Joliet, Illinois, have used these activities with their classes. No formal field testing was conducted.



# RELIGION IN HUMAN CULTURE

Directors: Lee Smith and Wes Bodin  
 Project Address: The World Religions Curriculum  
 Development Center  
 6425 West 33rd Street  
 Minneapolis, Minnesota 55426  
 Publisher: Argus Communications  
 7440 Natchez Avenue  
 Niles, Illinois 60648

Publication Date: 1978 Grade Level: 10-Adult  
 Availability: From publisher Subject Area: Religion and  
 World Cultures

## Overview

Religion in Human Culture is an inquiry-oriented, multimedia program designed to bring attention to the religious dimension of human history and contemporary communities. It is a high school course with enough flexibility to be adaptable for a full year, semester, trimester, or quarter. The program emphasizes the search for knowledge of religious expression, diversity, and function, and the historical concepts of continuity and change. Each of six units presents a brief history of the religion, teachings and codes of conduct, contemporary developments, and literature of the faith. The objectives are to develop religious curiosity, skills in reading and analysis, and objectivity and respect toward the faiths of others.

## Cost

Package: Six card-  
 packs, each contains stu-  
 dent reader, 59-192 pp., paper-  
 bound; Teacher's Guide, 47-80  
 pp., paperbound; filmstrips and  
 cassettes; filmstrip guides, and  
 blackline masters.

Religious Expression. 2 film-  
 strips, 3 cassettes, 10 mas-  
 ters \$50.00

The Hindu Tradition. 2 film-  
 strips, 2 cassettes, 4 mas-  
 ters \$45.00

The Buddhist Tradition. 2  
 filmstrips, 2 cassettes, 3  
 masters \$43.00

The Jewish Tradition. 3 film-  
 strips, 3 cassettes, 2 mas-  
 ters, Passover booklet \$63.00

The Christian Tradition. 5  
 filmstrips, 5 cassettes, 9  
 masters, set of 24 data  
 cards, 8 1/2" x 11" \$105.00

The Islamic Tradition. 2  
 filmstrips, 2 cassettes, 2  
 masters \$44.00

Complete Set: \$320.00

Components may be ordered  
 separately.

## Required or Suggested Time

Religion in Human Culture could comprise a year's course. The authors caution the teacher not to try to do too much in a shorter period of time. For a semester course, the teacher should select no more than three or four units, maintaining a balance between religions of the East and West. There are 9-18 relatively short readings in each student reader requiring five to 30 minutes or more of class time to discuss. The lessons do not necessarily correspond to a day's teaching time; in one class period, two or three lessons may be covered, while other lessons may require several class periods.

Data Sheet by Dorothy Lungmus

## Intended User Characteristics

The units are intended for senior high but are suited for junior college, church groups, and adult readers as well. The authors anticipate that the course will involve students from many denominational backgrounds. Reading levels of the text and primary sources range from 7th grade through college, according to a Fry readability analysis. However, each reader contains high quality pictures and maps and a glossary of terms used to aid students in understanding the concepts presented. The Teacher's Guides have been designed to be mini inservice courses for teachers, as "very few teachers have been trained to teach about religions in public schools . . ."; the authors strongly urge teachers to use them.

## Rationale and General Objectives

The authors hope to provide a social studies course that enhances human dignity and utilizes rational processes in its learning activities, but maintains the imprecise, delicate, and very human qualities religions represent. They believe a social studies program which seeks a global perspective would be inadequate without attention to the religious dimensions of history and contemporary life. The aim of the series is to teach and learn about religion, not to teach religion. The authors believe that, through studying diverse religions, students will have fewer misconceptions, stereotypes, and prejudicial views about people of different faiths. Their stated objectives fall into four categories: knowledge, abilities, values, and social participation.

## Content

Religion in Human Culture focuses upon five world religions: Hinduism, Buddhism, Judaism, Christianity, and Islam. In the introductory unit, students are asked to examine religious expression in their own environment, to search for meaning in religious expression, and to recognize the stereotypes and generalizations which can emerge from misinterpretation of religious expression. The Hindu Tradition discusses the Hindu pantheon, caste, discipline and salvation, patterns of worship, stages of life, and

Hinduism's response to the basic questions of humankind. A game is included to illustrate the Hindu belief in a series of rebirths. The Buddhist Tradition examines a picture of India prior to Buddhism, the life of the Buddha, his ethical precepts, Buddhism in Burma and Japan, duties and morals of monks, and Buddhism in today's world. The Jewish Tradition explores the identity of Jews, their diversity, concepts of God, scripture, calendar cycles, prayer, persecution, and the State of Israel. Directions for a re-enactment of the Seder are detailed. The Christian Tradition incorporates demography of Christianity, a listing of North American denominations, historical accounts of early Christians, prayers, and scripture and discusses the reformations, orthodox Christianity, and American-founded faiths. The Islamic Tradition presents the basic Muslim creed, scripture, ritual, the pillars of Islam, moral teachings and obligations, and Islamic prophets.

## Teaching Procedures

Each Teacher's Guide provides a thorough introduction to the series and specific unit and lesson plans that include objectives, assignments, materials and equipment needed, detailed teaching procedures, and background information. The first unit introduces a three-part model consisting of process, data, and goal. This model is based on an inquiry approach and is applied to selected world religious traditions in the remaining units. The Student Readers cannot be used as textbooks; rather, they are collections of data about religious experience as observed and interpreted in the students' world. Most of the units include role-playing activities, small group discussion, and reenactment of important facets of the religion. The concluding lessons in each unit provide activities for summation of the material covered.

## Evaluative Data

The materials were field-tested over a three-year period with 50 teachers. Approximately 2,000 public school students in eight states participated. Suggestions from these teachers and students were instrumental in shaping the final revision of the materials.

## ROLE OF WOMEN IN AMERICAN SOCIETY

Director: Adeline Naiman  
Publisher: Education Development Center  
39 Chapel Street  
Newton, Massachusetts 02160  
Publication Date: 1975-78 Grade Level: 9-12 (Adult)  
Availability: From publisher Subject Area: Women's Studies

### Overview

The multi-unit, one-semester program is based on documentary films produced and directed by Joyce Chopra. Three units of this planned course have been completed; other units are being developed. The course aims to help students understand some of the meaning and consequences of life decisions so they can make informed choices at crucial points in their lives. Each film shows a stage or decision-point in women's lives, depicting not what "ought to be" but, rather, showing real-life instances of "what is." Students using the materials will examine sex-role socialization, the importance of education and choosing a career, and the problems of integrating work and home life. The course is designed for boys and girls of various backgrounds in grades 9 through 12 and can be adapted for college students and adults.

### Materials and Cost

#### Student and Teacher Materials:

Three units consisting of 16mm, color, sound films, by Joyce Chopra; student and teacher books, 8 1/2" x 11", paperbound

#### Unit I. Girls at 12

Student Resource Book.	
80 pp.	\$ 5.00
Teacher's Guide. 31 pp.	\$ 2.00
Two films: <u>Girls at 12</u> .	
30 minutes	\$350.00
3-day rental	\$ 25.00
Vignettes. 15 minutes	\$165.00
3-day rental	\$ 15.00
Both films	\$460.00
3-day rental	\$ 35.00

#### Unit II. Clorae and Albie

Student Resource Book.	
36 pp.	\$ 3.00
Film: <u>Clorae and Albie</u> .	
36 minutes	\$425.00
3-day rental	\$ 30.00

#### Unit III. Sally Garcia and Family.

Student Resource Book. 72 pp.	\$ 5.00
Film: <u>Sally Garcia and Family</u> .	
35 minutes	\$425.00
3-day rental	\$ 30.00

### Required or Suggested Time

The three units can be used together to form the basis for a one-semester high school course. Alternatively, each unit can stand alone or be incorporated into ongoing courses in related subject areas. Minimum use for each of the films is three class periods--one to introduce the topic, a second for showing the film, and a third for follow-up discussion and activities. The suggested activities, projects, and resources are designed to be used flexibly in the classroom rather than as prescribed sequences of activities. The time needed to complete each of the suggested activities ranges from part of a class period to several days.

### Intended User Characteristics

Designed specifically for use in grades 9 through 12, the course can be adapted for students in college, as well as for adult groups and service organizations. The materials have been used successfully by male and female students and teachers in city, urban, and semirural schools. The films alone can be shown effectively to adults at teacher work-

shops and for guidance and parent education. In addition, the films can be shown in women's studies, psychology, and sociology classes. Teachers need no special background to teach the units.

#### Rationale and General Objectives

The Role of Women in American Society is intended to help students "understand some of the meaning and consequences of life decisions so they can make more informed choices at crucial points in their own lives, particularly in relation to work and careers." The three major purposes of the course are (1) to help students "move beyond reflection about their own lives into an understanding of socialization and the ways it works for members of both sexes, so that they can make useful decisions about their own futures"; (2) to encourage students to think about "their own futures and possible careers, without being hampered by traditional stereotyped role-expectations"; and (3) to have students examine what their "attitudes toward marriage, work, and childrearing are now and may be in the future."

#### Content

Each unit explores a critical decision point in the lives of women in American society. Unit I, Girls at 12, focuses on the sex-role socialization process, specifically on how one learns to be female or male in our society. The film explores initiation into adolescence, particularly the complex cultural influences and expectations of the family, school, peer group, and the media which shape identities and role expectations for the future. A 15-minute film, Vignettes, features interviews with five women whose lives are intertwined with the girls in the first film; each woman discusses the influences on her choice of career, the process she followed, and her opinions of the choice. Unit II, Clorae and Albie, illustrates the need for self-knowledge and direction in life, especially in regard to the choice of work. The unit emphasizes the need to prepare for responsibilities of life in or out of marriage, with or without children and the challenge of becoming an adult when traditional expectations of roles do not fit neatly with realities. Unit III, Sally Garcia and

Family, explores the changes which take place in a family when a woman, who has a husband and children, returns to work. The film is an unscripted documentary about Sally Garcia, a woman of 40 who has been satisfied with her home and family, but now is starting a new career. The issues developed in this unit concern the role of the family and individual family members and the role of work and its relationship to families and life-styles.

#### Teaching Procedures

Each of the units is built around a documentary film which serves as a basis for classroom discussion. Resource Books offer excellent guidelines for organizing the course and provide teaching suggestions, course plans, ways of handling value-laden issues in the classroom, and a variety of activities. Each includes an introductory section which is designed to prepare students to watch the films. For example, preparatory activities for Girls at 12 require students to look back to the time when they were 12 and then make a collage, write a story, or list ten decisions they faced at that time in their lives. After viewing the films, students are expected to actively participate in activities requiring them to analyze various issues and to compare and contrast their own lives with those portrayed in the films. An outline of key dialogues helps students refresh their memories and emphasizes issues brought out in the films. A major portion of the Resource Books describes classroom activities such as open-ended discussion, writing, research, and role playing. The materials are flexible, allowing teachers to select those activities that best meet the needs of the students, suit their own particular style of teaching, and fit into any time restraints. The teacher functions as a facilitator of the activities and needs to be able to foster a classroom environment in which differing points of view can be acknowledged and respected, and in which subjective feelings can be shared without infringing on privacy.

#### Evaluative Data

The final versions of these units incorporate suggestions made by teachers who used the materials in their classrooms during developmental phases.

# ROOTS MOVIESTRIPS

Developer: Films Incorporated  
 Publisher: Films Incorporated  
 MovieStrip Division  
 1144 Wilmette Avenue  
 Wilmette, Illinois 60091  
 Publication Date: 1977  
 Grade Level: 4-6 and 7-Adult  
 Availability: From publisher  
 Subject Area: American History and Black Studies

## Overview

The Roots MovieStrips were developed from the original television presentation, produced by David Wolper and based on the book, Roots, by Alex Haley, and use the same sound and pictures. Two programs are available, one for upper elementary students and one for students in grades 7 through college. The programs aim to give students a new perspective on slavery, to instill a sense of pride in black students, and to inspire all students to learn more about who they are and where they came from. The Teacher's Guides are careful to point out those portions of the story which might be objectionable or unpleasant and state that these have been de-emphasized as much as possible without destroying the "overall integrity" of the story.

## Materials and Cost

Elementary Program: 2 cardboard cartons; each contains color filmstrips, 2 cassettes, and Teacher's Guide, 16 pp., paperback  
The Story of Roots. 2 two-part filmstrips \$ 59.50  
Studying Roots. 2 filmstrips \$ 59.50  
 Both sets \$ 99.50  
 Secondary Program: 4 cardboard cartons; each contains 3 color filmstrips, 3 cassettes, Teacher's Guide, 48 pp., paperback \$ 79.50  
Roots I: The Making of a Slave

Roots II: Adjusting to Plantation Life

Roots III: Masters and Slaves

Roots IV: Civil War and Emancipation

Complete Program \$ 299.50

Additional Materials: Roots Script-Reading Kits for Roots I and Roots II \$ 39.50 each

## Required or Suggested Time

Viewing time for each of the elementary filmstrips is between ten and 15 minutes. Six class periods should be allowed for viewing and discussing the filmstrips. Additional time will be necessary for completing the accompanying activities. Each filmstrip in the secondary program runs approximately 20 minutes and is designed to be shown in a single class period. The complete program requires two to three weeks of class time. Students in both the elementary and secondary program may need to spend considerable time outside of class if they are to complete their own family genealogies.

## Intended User Characteristics

The Roots MovieStrip materials are designed for students of varying abilities in the upper elementary grades and in junior and senior high school. The elementary program may be used to supplement social studies or language arts classes, while the secondary materials may be used to reinforce the content of courses in American history or black studies. Being audiovisual in nature,



the programs are particularly useful for students with low reading abilities. The Roots Script-Reading Kits, intended primarily for use in grades 6-8, are useful for teaching reading skills. No special teacher training is required.

### Rationale and General Objectives

The elementary Teacher's Guide states three basic reasons to teach Roots in elementary school: (1) to give students a new perspective on the topic of slavery in American history, showing how day-to-day events affected the lives of ordinary as well as famous individuals; (2) to allow black students an opportunity to feel pride and respect for their past; and (3) to provide for all students an incentive to investigate their family histories. The rationale for the secondary program, while not stated, is essentially the same. In addition, the Teacher's Guide for the secondary program includes specific objectives for each filmstrip.

### Content

The secondary Roots program consists of four sets of three filmstrips. Roots I, The Making of A Slave, covers the birth and capture of Kunta Kinte; the story of Kunta's trip to America; and the slave auction in which Kunta is sold to a Virginia plantation owner. Roots II, Adjusting to Plantation Life, tells of Kunta's first attempt to escape and his punishment; describes another escape attempt, punishment, and Kunta's introduction to his future wife, Bell; and includes Kunta's marriage to Bell and the birth of their daughter, Kizzy. Roots III, Masters and Slaves, tells how Kizzy is sold to a new master as punishment for breaking a rule; covers Kizzy's life under a new master, the birth of her son, Chicken George, and how her dream of freedom affects her life; and focuses on Chicken George who becomes a skilled fighting cock trainer and eventually wins his freedom. Roots IV, Civil War and Emancipation, deals with events of the Civil War and how they affected the lives of individuals in the story; covers the end of the Civil War, the freeing of the slaves, the family's hard life as sharecroppers, and the rise of the night riders; and concludes with

"Hear Me, O African: We is Free!," in which the family goes to a new life in Tennessee. The elementary program simplifies this story in The African Enslaved and That Dream of Freedom. In addition, two elementary ThemeStrips, include: Kunta Kinte's Boyhood, which describes how a young African is initiated into manhood, and Alex Haley's Family Tree, which tells how Alex Haley gathered the information necessary to determine his family history.

### Teaching Procedures

The Teacher's Guides provide a great deal of flexibility for teachers. The elementary program includes several kinds of activities for each StoryStrip and ThemeStrip. For example, an activity for The African Enslaved is to ask students to pretend they are survivors of a shipwreck on the African coast. Students are asked to describe the landscape, houses, people, and so on. To conclude the unit, teachers may decide to have students conduct research projects into their family origins. Several ideas for getting started and for organizing findings are suggested. One idea is to have students write a letter to a relative who lived 100 years ago, describing what has happened to their families since then. The secondary Teacher's Guide offers objectives and background information for each filmstrip and suggests activities for use before, during, and after viewing the filmstrips. In addition, discussion questions, research projects, recommended resources, and test items and answer keys are included for each lesson. Each secondary filmstrip concludes with eight to 12 "study frames" which provide additional information and discussion topics designed "to act as a bridge between the semi-fictional experience of the Roots story and a purely factual study of the historical events which lie behind it." The Roots Script-Readers, which are to be used to help students improve reading skills, were not available for review.

### Evaluative Data

Roots MovieScripts were classroom tested in 15 schools in New York, Florida, Illinois, Iowa, California, and Massachusetts. Results are not generally available.



# SOCIAL ISSUES RESOURCES SERIES SIRS DIGEST

Director: Eleanor C. Goldstein  
 Publisher: Social Issues Resources Series  
 1200 Quince Orchard Blvd.  
 Gaithersburg, Maryland 20760  
 Publication Date: 1972-1978, (Continuous) Grade Level: SIRS Volumes 7-16  
 SIRS Digests 6-12  
 Availability: From publisher Subject Area: Contemporary Issues and  
 Multidisciplinary Social  
 Studies

## Overview

The Social Issues Resources Series (SIRS) is a collection of article reprints from newspapers, magazines, government documents, and special journals which deal with contemporary social issues such as pollution, women, family, ethnic groups, and energy. Each topic is represented by 60 to 104 reprints, arranged chronologically and updated annually. SIRS Digests are spin-offs from the SIRS volumes described above. They contain articles especially written to introduce the major concepts of each social issue to the younger reader in a simple, direct way. The first publication of SIRS Digests includes four volumes of 40 articles each on the topics of pollution, population, family, and food. Four additional volumes will be added to the series annually. Both the SIRS volumes and the Digests are arranged in colorful, heavy-duty, loose-leaf notebooks which permit individualized work and allow for a variety of teaching strategies. A Teacher's Guide, with suggestions for program implementation, accompanies each volume.

## Materials and Cost

Student Materials: Social Issues Resources Series. Loose-leaf notebooks, 11 3/8" x 11 3/4" x 3"; each contains 60-104 removable reprints. The following titles are available in two volumes:

Pollution, Population, Drugs, Energy.

The following titles are available in one volume:  
Food, Work, Alcohol, Money, Privacy, Family, Crime, Corrections, Women, Health, Mental Health, School, Ethnic Groups, Habitat, Transportation, Communication, Aging, Sports, Youth, Religion

First-Year Volumes \$ 30.00

Volumes with 1 supplement \$ 40.00

Volumes with 2 supplement \$ 50.00

Annual Supplements to each title \$ 10.00

Sirs Digests. Loose-leaf notebooks, 10 1/2" x 11 3/4" x 2 1/2"; each contains 40 removable articles. Titles: Pollution Digest, Population Digest, Food Digest, Family Digest

\$ 25.00  
each

Annual Supplements \$ 10.00

Teacher's Guides: 5 1/2" x 8 1/2", paperbound (free with each SIRS volume and each Digest)

Data Sheet by Sydney J. Meredith.

### Required or Suggested Time

The time needed for the use of these materials will vary depending on whether the materials are used by individual students as resources or by an entire class to supplement an existing program.

### Intended User Characteristics

The SIRS volumes are developed principally for use in high schools and colleges, but are also suitable for use by motivated students in lower grade levels. The reading level varies considerably from one article to another. The Digests are designed for upper elementary and junior high school students. Containing high interest material, rewritten at a lower reading level, the Digests are also appropriate for high school students who are low-level readers. The relatively short readings and numerous examples, photographs, and illustrations in Digest articles should appeal to younger or poorly motivated students. The materials from both the Digests and SIRS volumes are suitable for a wide variety of social studies courses and meet different information needs according to the student's intellectual maturity. Materials can be used with or without teacher direction, in classroom situations or in school libraries.

### Rationale and General Objectives

To help students understand "how the public interest is defined, debated, and decided in our society," the SIRS volumes and SIRS Digests are studies of contemporary issues "developed to fill the gap between textbooks and the traditional weekly student newspapers." The major goals of both sets are "to encourage a continuing dialogue in our society on the major issues confronting us (and) to provide a flow of resources . . . as a foundation for this dialogue." The materials are also designed to promote inquiry and problem-solving strategies, to facilitate individualized instruction, and to encourage analytical reading habits.

### Content

The SIRS volumes and SIRS Digests are compilations of resource materials on contro-

versial topics. Presently, there are 18 SIRS volumes on 24 topics covering social issues such as privacy, transportation, money, aging, and religion. These volumes contain resource material selected directly from newspapers, magazines, government documents, and special journals. The SIRS Digests contain articles synthesized from these sources to introduce and clarify each issue for the less sophisticated reader in a simple, objective, and direct way. At present there are four Digests on population, pollution, family, and food. Both the SIRS volumes and SIRS Digests provide information on the nature, causes, scope, and symptoms of the social problems. Possible solutions are also considered. The articles in each volume represent many diverse points of view and demonstrate the complexity of each issue. A helpful subject index is included at the front of every volume.

### Teaching Procedures

Primarily, the teacher is advised to act as a "facilitator" rather than as an examiner or lecturer. Students select an article or articles of interest at their reading level, with the help of the teacher. The brief Teacher's Guides provide many useful teaching ideas. For example, if every student reads a different article on the same topic, all the students should be able to contribute to a discussion. Students are encouraged to ask questions, read single articles for information, read several articles to substantiate a point of view or to identify alternatives, develop vocabulary lists for themselves and their classmates, and continue their research in the local community. Both guides suggest a detailed, step-by-step problem-solving approach which teachers can introduce to students. In addition, a success-oriented evaluation system is provided whereby the student is asked to perform tasks that emphasize accomplishments.

### Evaluative Data

The materials have not been formally evaluated. However, they have received favorable reviews.

## SOCIAL SCIENCES, THE

Developers: Guidance Associates  
Publisher: Guidance Associates  
757 Third Avenue  
New York, New York 10017  
Publication Date: 1974-76  
Grade Level: 9-14  
Availability: From publisher  
Subject Area: Multidisciplinary Social Studies

### Overview

The Social Sciences is a series of five audio-visual kits designed to introduce high school students to the concepts and methods of anthropology, economics, history, political science, and sociology. Each kit provides opportunities for students to examine and clarify values related to the discipline being studied. Individual kits are intended to be integrated separately into the ongoing curriculum. Many of the filmstrips call for audience participation in simulation or discussion activities. Other activities and discussion questions are suggested in the Discussion Guides accompanying the kits.

### Materials and Costs

Audio-visual Kits: 5 kits, each packaged in a cardboard box, 6 1/2" x 9 1/2" x 2 1/4", containing 2 or 3 filmstrips; 2 or 3 cassettes or records; Discussion Guide, 48-62 pp., paperbound. Titles:

What Is Anthropology? (1976)

\$ 72.75

What Is Economics? (1975)

\$ 54.95

What Is History? (1974)

includes 3 Student Manuals, 20 pp., paper-bound

\$ 54.95

What Is Politics? (1976)

\$ 72.75

What Is Sociology? (1976)

\$ 72.75

Total Package: \$315.40

### Required or Suggested Time

The five audio-visual kits are designed to be integrated into the curriculum separately.

The two or three filmstrips included in each kit range from 12 to 19 minutes in length. Suggested discussion and follow-up activities could extend the time required for each kit several class periods beyond the minimum of two to four.

### Intended User Characteristics

The Social Sciences series is designed to be used with students in grades 9-12 and junior colleges. Individual elements of the program can be incorporated into a variety of social studies classes--history, civics, economics, or wherever the teacher wishes to introduce the concepts and methods of one of the social science disciplines. Because the filmstrips invite active participation from students, the publisher recommends that they be used with entire classes or small groups, rather than as a means of individual instruction. The materials portray people of both sexes and a variety of ethnic backgrounds. No special teacher training is required.

### Rationale and General Objectives

The Social Sciences filmstrip program is designed to "make the social sciences an exciting discovery . . ." and to introduce students to basic concepts of five social science disciplines--anthropology, economics, history, political science, and sociology. A major objective of the series is to "lead pupils to question values, to challenge 'truths' which are often taken for granted, and to make up their own minds about important issues." The Discussion Guides list specific objectives for each kit. For example, two of the objectives suggested for What Is Sociology? are to

Data Sheet by Laurel R. Singleton.

"demonstrate the potential for change in a society and to explain how social change comes about"; and to "provide students with a clear understanding that all societies are organized to fill basic human needs and that societies different from their own are in no way inferior."

## Content

Each of the five kits draws its content primarily from one social science discipline, with supporting concepts drawn from other disciplines. One element of each kit involves active student participation. The kit, What Is Politics?, is divided into three parts. The first, entitled "Who Gets What, When, How," defines the elements of politics, explores the role of government, and examines liberal and conservative political philosophies. Historical pictures and recorded speeches by people such as Franklin D. Roosevelt and Martin Luther King, Jr. are used to develop the concept. The second part, "Producers and Consumers," examines how groups with various economic interests use the political system to meet their goals. In the final part, students participate in a fictional mayoral election campaign, evaluating the issues, the candidates, and media coverage of the campaign. The other kits are similar. What Is Anthropology? uses case studies to develop an understanding of the four sub-disciplines of anthropology—archaeology, physical anthropology, cultural anthropology, and anthropological linguistics. The concepts of race, language, and cultural diversity are emphasized. What Is Economics? addresses basic economic forces and mechanisms, three major economic systems, and the relationship of economic decision making to social goals and values. In What Is History? students explore three historical events--the 1962 Cuban Missile Crisis, a women's suffrage

demonstration, and the career of Abraham Lincoln--to discover how historians work and why there are conflicting views of historical events. Finally, What Is Sociology? uses a hypothetical case study of a teenage girl and her home town to introduce basic sociological concepts, five fundamental social institutions, and methods used by sociologists. Commentary from people practicing in each of the subject fields are used in all five kits to enhance student interest.

## Teaching Procedures

The Discussion Guides contain objectives, a summary of content, discussion questions, follow-up activities, a glossary, and filmstrip scripts. The discussion questions require simple recall, analysis, or value clarification. For example, the following are from What Is Anthropology?: "(1) Define ethnology; (2) If, at an archaeological excavation in Peru, an archaeologist found a Coca-Cola bottle next to an ancient piece of pottery, how might he or she interpret it?; and (3) Do you think that the Eskimos' emphasis on group unity over individual right or wrong is good? Why or why not?" Several extension activities are suggested for each filmstrip. An example from What Is Economics? is to have students set up a marketplace in their classroom, with each student playing the role of a business person with specific goods or services to offer. Students are to analyze the success of the businesses in terms of the values they reflect. Other activities include research, role play, debates, simulation, and written activities.

## Evaluative Data

No evaluative data are available from the publisher.

# TASADAY, THE: STONE AGE PEOPLE IN A SPACE AGE WORLD

Author: John Nance  
Publishers: Pathescope Educational Media, Inc.  
and The Associated Press  
71 Weyman Avenue  
New Rochelle, New York 10802  
Publication Date: 1975 Grade Level: 7-12  
Availability: From Pathescope Subject Area: Anthropology

---

## Overview

The Tasaday: Stone Age People in a Space Age World presents an overview of the Stone Age culture of the Tasaday, a small group of people living isolated in the tropical rain-forest of Mindanao, a Philippine island. They were discovered in the early 1970s. The materials explore the Tasaday life style and speculate on the effects of modern civilization upon their culture. They enable students to observe a prehistoric life style and draw inferences about human adaptation to the environment. The two filmstrips and cassette tapes, developed from Associated Press films, are intended for junior and senior high school students of all ability levels. A Teacher's Manual offers suggestions for related activities and discussion. A simplified version of the program is available as a single sound filmstrip for students in grades 4-8. The elementary program is accompanied by six spirit masters and a comprehensive Teacher's Manual.

## Materials and Cost

Audiovisual Kit: Vinyl-covered box, 14 1/4" x 12 3/4" x 2", contains two 15-minute color filmstrips; 2 cassettes; Teacher's Manual, 15 pp., 8 1/2" x 10 3/4", paperbound  
Filmstrip titles:

"The Cave People";  
"Civilization: Curse or Blessing?"

Complete Kit

\$50.00

Additional Materials: The Gentle Tasaday. By John Nance. 465 pp., 5 1/2" x 8", paperbound \$ 5.95  
Ten or more copies \$ 5.00 each

## Required or Suggested Time

Each filmstrip requires 15 minutes viewing time. Both can be viewed during one class period, or they can be shown on two separate days. Teachers can decide how much time to spend on discussion, follow-up activities, and related research. This will depend partly on whether the paperback, The Gentle Tasaday, is used.

## Intended User Characteristics

The material is intended for use, with students in junior and senior high school. Most students should be interested by the uniqueness of the films and the contrast of the Stone Age life style with their own. Reading skills are not required as the content is presented through filmstrips with recorded narration. However, if students are to read the book The Gentle Tasaday, they should be reading at least at the 9th-grade level.

## Rationale and General Objectives

Discovery of a group of people living in such isolation that they have never progressed beyond Stone Age living habits provides a unique opportunity for the study of human development. The developers of these materials have simplified the narrative and

---

Data Sheet by Alice H. Vigliani.



film presentation so that junior and senior high school students can glimpse the types of concerns professional anthropologists and other researchers have regarding the Tasaday. The materials allow students to observe the lifestyle of the Tasaday in the rain forest and to draw inferences about early patterns of human adaptation.

## Content

The materials are based on films and tapes by John Nance, an Associated Press journalist, during visits to the Tasaday over a three-year period. Part I, "The Cave People," introduces the Tasaday people, and describes the rain forest 5,000 feet up in the highlands of the Philippine island of Mindanao. The Tasaday way of life is examined--the caves they live in, how they work and play, what they eat, and how they live in harmony with nature and with each other. Part I raises questions such as: Why are the Tasaday so few in number? What are their religious beliefs? Can the Tasaday survive their contact with the modern world? Part II, "Civilization: Curse or Blessing?", speculates on the effect that modern civilization will have on the Tasaday's Stone Age life style. It explains how the introduction of the knife created a technological revolution in their culture. It shows how they reacted to flashlights and cameras. Drawing a parallel to the disastrous effects that modern civilization has had on the Eskimos and Brazilian Indians, the filmstrip challenges students to decide whether the Tasaday's distinctive culture should be preserved or modernized. The Gentle Tasaday, John Nance's book which supplements the program, describes in detail

"the discovery of the Tasaday and their first three years of intermittent contact with modern society; it is also about the outsiders who constituted that 'modern society' for the Tasaday. . . ." The book includes 64 pages of photographs.

## Teaching Procedures

The Teacher's Manual introduces and summarizes the filmstrips. Written narrative of the tape cassettes is provided. The manual also suggests ten topics for discussion, five supplementary activities, and a bibliography of 25 related resources. One discussion question asks "What ecological, social and personal problems might this technological revolution (caused by the introduction of metal knives) introduce into the lives of the Tasaday?" Another asks students to consider the following: "The Tasaday, a Stone Age people, have no words in their language for 'weapons', 'war', 'enemy', or 'hate'. They live harmoniously together. But today, in our civilized world, wars, enemies and hatred are very real facts of life. Who, in your opinion, is the more 'civilized', the Tasaday or ourselves?" The supplementary activities suggest, for example, that students "move back" in time, imagining what life would be like without modern technological innovations, and that students role play government "commissions" in charge of protecting the Tasaday people.

## Evaluative Data

The publisher reports that the materials have not been formally evaluated.



## TELEVISION, POLICE, AND THE LAW

Developer:	Prime Time School Television Linda M. Kahn, Director of Units and Implementation		
Publisher:	Argus Communications 7440 Natchez Avenue Niles, Illinois 60648		
Publication Date:	1977	Grade Level:	7-12
Availability:	From publisher	Subject Area:	Legal Education

### Overview

Television, Police, and the Law, developed by Prime Time School Television (PTST) for students in grades 7-12, uses regularly scheduled commercial and public television programs and a variety of student readings to examine "the role of police in our society and the constitutional guidelines for law enforcement." The Teacher's Guide states that police involvement in class activities is important and can offer "a unique opportunity for students to observe the day-to-day activities of law enforcement officers." The twelve lessons which constitute the program can easily be expanded by implementing the "Creative Projects" included in the Teacher's Guide.

### Materials and Cost

Student Reader: <u>Television, Police, and the Law</u> . 55 pp., 9" x 5 3/4", paperbound	\$ .95
set of 5	\$ 4.00
Additional Student Materials: 6 masters, 8 1/2" x 11"	\$ 3.00
Teacher's Guide: 70 pp., 5 3/4" x 9", paperbound	\$ 1.00
Additional Teacher Materials: Teacher Kit. Includes Teacher's Guide, Student Reader, and 6 spirit masters	\$ 4.50

### Required or Suggested Time

Materials are provided for 12 lessons. The Teacher's Guide recommends using the materials on Monday and Friday of each week in order to insure both continuity of regular

course work and opportunity for students to view and critically analyze various television programs. A seven-week sequence includes ample time for introducing the materials and concluding the course with a two-period simulation activity. Additional class and home time should be allowed if students are to complete the "Creative Projects" described in the Teacher's Guide. Many of these activities can be used individually to supplement existing course work.

### Intended User Characteristics

The developers of Television, Police, and the Law state that the materials are intended for students in grades 7-12. An estimate of readability, using the Fry readability scale, indicates an 8th-grade reading level. This should not deter teachers of either younger or older students from using the program, however, as much of the content is dependent upon viewing and analyzing high-interest television programs. The developers of Television, Police, and the Law believe that the program can be used in a variety of contexts and will be useful for teachers of social studies, law, language arts, career education, and media and communications. Although teachers in each of these areas will need to rely on their own skills, several ways for integrating the materials have been suggested.

### Rationale and General Objectives

"Prime Time School Television was founded on the belief that many prime time television programs were an untapped educational resource." PTST materials are

Data Sheet by Mary Jane Turner.

designed to link passive television viewing and active classroom learning. Basic goals of the PTST materials are: "(1) to alert teachers to significant television programming; (2) to encourage critical television viewing; (3) to stimulate student interest by using television programs as a springboard for research; and (4) to help teachers and parents use evening television programs as a catalyst for discussion in the classroom and at home." Seven specific objectives for Television, Police, and the Law are listed in the Teacher's Guide. Among these are "To compare the actual work the police perform with the TV portrayal of police activities," and "To evaluate specific television incidents to determine whether the television portrayal of police work conforms to or violates the Constitutional and legal processes."

#### Content

Television, Police, and the Law is divided into three parts. The first section examines TV police shows to determine what police dramas are about and if real police act like their television counterparts. Students examine the sequence of events in typical police shows, the extent to which police shows are similar, the relatively quick solutions on most shows, and the realism of situations in which the criminal is always apprehended. The student readings contrast actual police life with the more dramatic episodes shown on TV. The second section focuses on the duties, responsibilities, and actual work experience of the police. Students watch police programs in order to compare the amount of force real police use with the amount depicted on TV. They also examine procedures and methods for solving crime. The student readings and newspaper articles provide information and case studies related to actual police work. Lessons in Part III focus on the Fourth, Fifth, and Sixth Amendments to the Constitution--those amendments most directly related to the criminal justice system. The ways in which the rights of the individual and society are balanced, the exclusionary rule, probable cause, and the Miranda Warning are among the issues which students explore.

#### Teaching Procedures

The core activities of Television, Police, and the Law are critically viewing police television shows, reading articles in the Student Reader and newspapers, and discussing questions related to the general topic. The television programs and selected articles present a variety of issues and viewpoints concerning law enforcement. The questions provided in the Teacher's Guide after each lesson reflect inquiry and value-clarification strategies. Lesson 3 illustrates this orientation. After examining a list of activities indicating what police actually do, students are asked the following questions: "Do you think this job is very exciting? How does the variety of duties make the job more exciting? More challenging? What are the disadvantages of being a police officer? What are the advantages of the job? Which parts of the police officer's duties are most frequently seen on television? Why do you think this is so? Compare the impression of police work you developed from watching television with the 'Police Activities Facts.'" The spirit masters which are included provide a structured way for students to inquire and develop hypotheses about police-oriented television programs. The two concluding lessons involve students in six role-playing situations offering students the opportunity to experience the types of decisions police officers must make. These situations also serve as a review of the constitutional and legal boundaries within which police operate. Many additional activities are suggested and explained in the Teacher's Guide, including writing a letter to the editor of the local newspaper, conducting surveys, interviewing, writing a dramatic script of a real crime and preparing a Bill of Rights for the classroom.

#### Evaluative Data

The materials were field tested by approximately 2,000 students in ~~33~~ urban, suburban, and rural school districts. The data indicates that "the curriculum made a significant impact on students' perception of criminal justice and law enforcement."

## UNIVERSAL VALUES IN AMERICAN HISTORY

Consultants: Edwin Fenton, Director  
Social Studies Curriculum Center  
Carnegie-Mellon University  
Lawrence Kohlberg, Professor of  
Education and Social Psychology  
Harvard University

Publishers: Guidance Associates  
757 Third Avenue  
New York, New York 10017

Publication Date: 1977      Grade Level: 9-12

Availability: From publisher      Subject Area: American History and  
Values Education

---

### Overview

Universal Values in American History is a sound-filmstrip series designed to help high school students discuss specific moral dilemmas related to significant value conflicts in various periods of American history. The series is based on Lawrence Kohlberg's six-stage theory of moral reasoning. The objectives of the program include the development of mature thinking about moral issues, self-esteem, self-knowledge, and listening and discussion skills. Five audiovisual kits present visual and written moral dilemmas for integration into American history courses. A five-step teaching procedure, which makes extensive use of small and large group instruction, is explained in the detailed Teacher's Guides.

### Materials and Cost

Materials Package: 5 cardboard boxes, 6 1/2" x 9 1/2" x 2 1/4"; each box contains 2 filmstrips; 1 cassette tape; 2 spirit masters, 8 1/2" x 11"; and a Teacher's Guide, 70-75 pp., 5 1/2" x 8 1/2", paper-bound; titles as follows:  
Personal Conflicts in the Revolutionary Era, Personal Conflicts in a Divided Na-

tion, Personal Conflicts on the Western Frontier, Personal Conflicts at the Turn of the Century, Personal Conflicts in the Modern Era

Each Title: \$ 37.50  
Total Package: \$174.50

### Required or Suggested Time

Each of the 20 moral dilemmas in the series should require approximately a 45-minute class period for presentation and discussion. The amount of time needed to use the entire program will vary, depending on the plans of the individual teacher.

### Intended User Characteristics

These materials are designed primarily for high school students enrolled in American history courses. They may also be used in English or humanities classes. Since the materials require a minimum of reading, Universal Values could be used with students who have reading difficulties. The filmstrip dilemmas depict characters from a variety of ethnic backgrounds. Both sexes are also fairly and equally represented. Moreover, a number of dilemmas focus on ethnic and minority issues in history. Teachers using these materials need to be skilled in

establishing a nonthreatening classroom climate and in leading small and large group discussions. Some familiarity with Kohlberg's theory of moral development would also be helpful.

### Rationale and General Objectives

The purpose of this set of materials is to help students identify and discuss specific moral dilemmas reflecting some of the major value conflicts which have occurred in American history. By presenting the dilemmas on a personal level (individual characters faced with difficult decisions), the developers hope to stimulate lively, open-ended discussions among the students. The ultimate objective of such discussions is to help students develop more complex patterns of moral reasoning based on Kohlberg's theory of moral development.

### Content

Each kit in this series focuses on one of the following five historical periods: revolutionary era, sectionalism and the civil war, the western frontier, the turn of the century, and the modern era, including the depression and the civil rights movement. Each kit contains two moral dilemma stories on filmstrip and two in written form, most of which present fictitious characters involved in value conflicts based on factual historical evidence. One story in the Revolutionary Era kit, for example, depicts a young man who must decide whether or not to join the Sons of Liberty in their planned Boston Tea Party. He is opposed to the tea tax, but questions the effectiveness of this act of defiance and is reminded of the possible consequences to his family if he is arrested. Other hypothetical dilemmas, focus on the policy of "Indian removal," Women's suffrage, slavery, and civil rights. Several dilemmas dramatize real decisions faced by historical figures. Some of these are: John Adams' decision to defend the British soldiers involved in the Boston Massacre; Thoreau's refusal to pay his taxes because of certain federal government policies at that time; and Truman's decision to drop the atomic bomb on Hiroshima. Topics covered in the other stories are indicated by the following titles: "A

Minuteman's Dilemma," "John Brown's Dilemma," "The Vigilantes," "The Homesteader's Dilemma," "An Immigrant's Dilemma," "The Pullman Boycott," and "The Witness's Dilemma" (McCarthy hearing).

### Teaching Procedures

The major teaching procedures used with these dilemmas are small and large group discussions. A five-step teaching process for use with the filmstrip dilemmas is presented in the Teacher's Guide: (1) present the dilemma and clarify the facts and issues involved; (2) encourage students to take a tentative position and state one or two reasons for that choice; (3) divide the students into small groups to discuss their positions and reasons and to decide on the best reasons; (4) discuss these positions and reasons as a full class; and (5) reevaluate original positions and reasons individually. Seven types of probe questions to facilitate the full class discussion are given for the fourth step. Similar procedures are suggested for the worksheet dilemmas but involve more writing. In addition to providing detailed instructional procedures, the Teacher's Guide also contains a 17-page explanation of Kohlberg's theory, a brief discussion of the development and evaluation of the kits, lesson plans for using the dilemmas in the classroom, and background information and scripts for each filmstrip dilemma.

### Evaluative Data

The Teacher's Guide discusses the process of development and formative evaluation of the Universal Values materials. Although no specific data is presented, the developers state that "(t)he filmstrip dilemmas were tested with students of varying abilities from several high schools in New York City and Westchester County, New York." The written dilemmas were field tested in two large high schools in the Pittsburgh, Pennsylvania area. Classroom observations were made to determine the extent to which the moral dilemmas stimulated student interest, led to productive discussions, and achieved the basic goals of the program. The dilemmas were revised and retested on the basis of this information.

111

## VALUES CORNER, THE

Author: Wayne Paulson  
Publisher: Winston Press, Inc.  
25 Groveland Terrace  
Minneapolis, Minnesota, 55403

Publication Date: 1976      Grade Level: 2-5  
Availability: From publisher      Subject Area: Human Relations and Values Education

---

### Overview

The Values Corner is an independent learning center designed to help students in grades 2-5 explore topics that are important to them. The illustrated resource folders and worksheets, which describe a variety of values clarification activities, can be used by students individually or in small groups several times a week throughout the year. The program focuses on the students' own thoughts and feelings about a number of topics including fears, friendship, fun, changes, secrets, rules, and the future. Students participate in various learning activities including cutting, drawing, and sorting pictures; writing stories; discussing questions and dilemmas; role playing situations; and playing games. The teacher is advised to help students initially feel comfortable using the materials and to maintain the ground rules, but not to oversee or evaluate their work.

### Materials and Cost

Materials Package: Cardboard box, 10 1/4" x 12 3/4" x 1 1/2", containing: 12 laminated resource folders (illustrated and in color), 9 1/2" x 12"; 40 blackline mastered activity sheets, 8 1/4" x 11", paperbound and perforated; Teacher's Guide, 20 pp., 9" x 11", paperbound

Total Package: \$39.95

### Required or Suggested Time

This program was designed as an independent learning center where students can

voluntarily work on the activities individually or in small groups. Used in this manner several times a week, The Values Corner can provide a full-year of instruction.

### Intended User Characteristics

The Values Corner can be used with students in grades 2-5 and in traditional and open space classrooms. The activities compliment subjects such as social studies, language arts, art, and career education. Since students are encouraged to use the materials without teacher instruction or supervision, a sound 2nd-grade reading ability is necessary to read the instructions. Many of the lessons, however, involve drawing, cutting out pictures, or other non-reading activities. Better reading students could, therefore, assist other students in getting started. Second graders may, however, need more teacher help than is suggested in the Teacher's Guide. Illustrations and examples treat females and minorities fairly. Teachers do not need any special training, but some experience in leading values clarification exercises would be helpful.

### Rationale and General Objectives

The purpose of The Values Corner is to help students learn more about themselves and their relationships with others. Like all values clarification programs, this one specifically intends to encourage students to discover what is important to them and to others, consider alternatives, reflect on the consequences of various alternatives, make thoughtful choices and decisions, and act on their choices. The rationale underlying this approach emphasizes that such experiences



will help students deal with values issues and decisions now and in the future. Each cluster of activities within this program has a specific objective. Some of these are: to explore and share some of the changes they have experienced; to define their personal notions of friendship; to examine the causes of conflicts and fights and how they can be avoided or resolved; and to share their creative skills.

### Content

The central topics of this program and the titles of the 12 resource folders are: changes, fears, feelings, fighting, friendship, fun, future, health and safety, jobs, making things, rules, and secrets. Other topics dealt with in the activity sheets include: people, places, and things that are important to students; dreams; school; music; money; family activities; planning; memories; and looking ahead. The Values Corner focuses on the students' own thoughts and feelings about these things. In one activity, for example, students make a list of fun things they do every week. Another asks students to write a story entitled "A Fight I Had." In still another, students place pictures in the resource folder which depict various changes in their lives, such as moving, growing, or getting a new pet. One activity sheet tells students to write their favorite songs on an outline of a jukebox. Several activity sheets are designed to be shared with the students' families. One asks students to make a chart showing each family member's favorite color, season, TV show, and food.

### Teaching Procedures

The Values Corner is a self-instructional learning system that can be used by students individually or in small groups with little teacher direction or supervision. Teachers are instructed to set up a corner of their classroom containing the resources provided and some additional materials, including a card-

board file box to hold the resource folders, blank file folders (one for each student), old magazines to cut out pictures, copies of the activity sheets, and writing and drawing materials. In order to help students become comfortable and familiar with the program, teachers are advised to introduce the topics covered in the materials, to lead one or two activities in class, to establish times when students can work independently with the materials, and to explain the rules for working in that area. Each of the 12 resource folders contains several activities related to the specific topics. In each case the first activity is to place drawings or pictures in the folder. Students, for example, are to place drawings of things they can do to stay healthy and safe in that folder. Pictures of "scary things" are to be put in the Fears folder, the cover of which has a vampire on it. Another activity included in these folders is to sort the pictures collected by various students into two piles: changes that have happened to me and changes that have not happened to me; fights you have had and fights you have not had; an easy part of friendship and a hard part of friendship. Various types of worksheets are also completed by students. Some describe a moral dilemma story and ask students for possible solutions. Others ask students to choose from among several alternatives--what game would you rather play or what is the best way to raise money. Other activities include playing games, acting out situations, writing stories, and making comic strips. The author advises teachers not to evaluate students' work. The Teacher's Guide explains the purpose of the program and how to set up the values corner and provides suggestions for using the specific activities in the folders and worksheets.

### Evaluative Data

Although the materials were classroom tested when they were developed, no formal evaluation was done before or after publication.



## WE, THE AMERICAN WOMEN: A DOCUMENTARY HISTORY

Authors: Beth Millstein and Jeanne Bodin

Publisher: Science Research Associates, Inc.  
High School Division  
155 North Wacker Drive  
Chicago, Illinois 60606

Publication Date: 1977

Grade Level: 11-12

Availability: From publisher

Subject Area: American History  
and Women's Studies

### Overview

We, The American Women presents a chronological, historical account of the role of women in American history. Designed to be integrated in a year-long American history course, the text can aid both male and female students understand women's contributions to the course of American history. While pointing out the contributions of "famous" women, the text also emphasizes the role of the "average" American woman, who was both an agent of change and a stabilizing force. Although the development of women's studies courses occurred in the late 1960s, the authors state the need for integration of a comprehensive women's history into the traditional American history curriculum. We, The American Women was prepared to answer this need. The book emphasizes the historical, political, social, and economic concerns of women and makes use of author narrative and primary source materials.

### Materials and Cost

Student Text: We, The American Women: A Documentary History. By Beth Millstein and Jeanne Bodin. 331 pp., 6" x 9 1/4" paperbound

\$ 5.95

hardbound

\$11.65

Student Activity Book. 64 pp., 8 1/2" x 11", paperbound

\$ 1.60

Teacher's Guide. 44 pp., 6" x 9", paperbound

\$ 1.50

### Required or Suggested Time

Two options are available to teachers interested in using this text. The book

contains 12 chapters, "chronologically organized according to the major historical periods in the typical American (history) classroom." This organization allows the text to be integrated easily in a year-long American history course. In addition, the book can serve as the core text for a semester-long women's studies course.

### Intended User Characteristics

The text is designed to be used in high school American history or women's studies courses. The American history teacher can use the materials to supplement a survey American history course. The materials also can be used to supplement economics (the nature of women's work) and sociology/psychology courses (social problems, socialization of the sexes). Integrating the materials into existing social studies courses will allow both male and female students an opportunity to examine the role of women in U.S. history. The subject matter and content of the readings are geared primarily to 11th and 12th graders. Although reading level varies from one document to another, the text is probably more appropriate for students with above-average reading skills. Because of the potentially controversial nature of some of the material presented, such as abortion, instructors should foster open discussion and be sensitive to the reactions of individual students.

### Rationale and General Objectives

Although the development of high school women's studies courses blossomed in the late 1960s, most women's studies courses today are "add ons" or alternative curricula to the

regular course of study. The authors felt the need for a textbook which presents a total historical picture of women in America for both male and female students. Such a text should emphasize historical, political, social, and economic concerns. This book is designed to show students "the rich historical tradition women have had and the significant ways in which women have altered American development or have shaped that development." Most important, however, is the need to integrate the study of women into the traditional social studies curriculum. "This integration is no longer only a moral or social imperative; it is now a legal mandate" since the passage of Title IX of the 1972 Education Amendments. To facilitate the integration of the study of women in American history, the text follows standard periodization, containing 12 chapters, organized chronologically according to major historical periods in typical American history textbooks. The authors hope that use of this text will "add to the national effort to eliminate sexism in the schools and make our female and male students more knowledgeable about themselves and their society."

### Content

Twelve chapters, organized chronologically, make up We, The American Women. Chapter titles include: "Those Who Came First"; "Formation of a New Nation"; "Westward the Nation"; "An Era of Reform"; "Abolition and Woman's Rights"; "The Civil War and Reconstruction"; "Reform and the Progressive Era"; "Suffrage at Last"; "World War I and the Twenties"; "The Depression and World War II"; "Life in the Fifties"; and "The Modern Women's Movement." Each chapter presents historical information about the role of women in a major historical period by examining the legal and social status of women, describing the

contribution of outstanding women, and analyzing the roles played by the "average woman." Both author narrative and primary and secondary source materials are provided to offer an understanding of the temper of the times. Excerpts from books, letters, newspapers, court cases, and other accounts are included. For example there are documents on colonial women of New York protesting their lack of rights, the problems faced by Elizabeth Blackwell in becoming a doctor, women's participation in the Civil War, Margaret Sanger's problems in opening the first birth control clinic, and the modern feminist issues of child care and sex discrimination in the media and education.

### Teaching Procedures

Although the authors suggest that the materials be integrated in American history or other social studies courses, no specific instructions for doing so are provided. However, the Teacher's Guide does contain a list of aims and objectives, questions for discussion, suggested projects, and an annotated bibliography of references and media for each chapter. The suggested projects offer a variety of activities for individual students and small or large groups. These include research, role play, additional reading, writing imaginary diaries and letters, interviews, and debates. The student Activity Book contains activities, essay questions, and other material to clarify and enrich the material presented in the text.

### Evaluative Data

Although no formal field testing has been conducted, the authors have used all the materials and activities in their own classrooms in New York over the past several years.

## WORLD EAGLE

Editor: Duncan L. Gibson

Publisher: World Eagle  
64 Washburn Avenue  
Wellesley, Massachusetts 02181

Publication Date: 1977-78 (Continuous) Grade Level: 7-12 (5-6, College)

Availability: From publisher Subject Area: Interdisciplinary  
Social Studies

### Overview

World Eagle is a resource for secondary social studies students and teachers, published in ten monthly supplements over the course of the academic year. Its overall objective is to help teachers identify and select current topical information to supplement the social studies curriculum. Each issue follows a loose-leaf format and presents economic, political, and demographic projections; maps; charts and graphs; excerpts from government reports; case studies; excerpts from charters and treaties; and quotations from world leaders. A cumulative index helps students and teachers locate information on topics they are studying. Within each issue, topics such as current events, area studies, world problems, military affairs, congressional activity, resource development and depletion, global interdependence, and international organizations are covered.

### Materials and Cost

Materials Package: World Eagle subscription, includes 10 successive issues, September through June. Subscriptions can start at any time.

Ten issues: Each 24 pp., 8 1/2" x 11", loose leaf, 3-hole punched

\$14.00

Each additional subscription to the same address:

\$12.00

Additional Materials:

Three-ring World Eagle binder, 10 1/8" x 11 1/2" x 1"

\$ 5.00

Spirit master of any page of any issue \$ 1.00

Acetate transparency of any page of any issue \$ 1.50

### Required or Suggested Time

World Eagle has been designed to supplement the social science curricula. The bulletins are published monthly during the academic year and may be used flexibly.

### Intended User Characteristics

The information presented in World Eagle can be integrated into courses such as global studies, world history, world geography, United States history, current events, economics, and social issues. Although useful as a teacher resource, the materials are designed to be duplicated for use directly with students. Most users of World Eagle materials are high school teachers; however, a large number of junior high teachers also subscribe to the bulletins and use them in their classrooms. College instructors have found World Eagle material useful, particularly, in economics and geography courses. A small but increasing number of elementary school teachers report that they use World Eagle as a teacher resource or with their advanced students. In order to make World Eagle materials relevant to their own class needs, teachers may need to provide students with explanatory and background information to accompany the material. World Eagle is also useful as resource material in school libraries, public libraries, and media centers.

## Rationale and General Objectives

Each issue of World Eagle is designed to present solid and current facts related to United States and world affairs. The editor emphasizes the word "solid," because much of the information is pulled from standard sources that teachers frequently work from when they have time, and the word "current," because the information--compiled monthly--is more current than any annual reference and is updated and checked at the United Nations, the U.S. Bureau of the Census, the Department of State, and other agencies. The loose-leaf format is designed to make the information readily available. By reproducing and distributing relevant portions of World Eagle, teachers can expose students to up-to-date information on topics they are studying.

## Content

The information presented in World Eagle focuses on United States and world affairs. Each issue includes maps, charts, graphs, statements by United States and world leaders, discussion about the work of international organizations, census data, population figures, and a cumulative index. The content examined is quite varied. In looking at the cumulative index one can find such topics as agriculture, the Arab-Israeli conflict, economy, nuclear reactors, ocean resources, OPEC, Soviet Union, terrorism, UNICEF, and women. If students were to look up "cities," they would find a ranking of the 30 most populous cities in the United States as of July 1975 in the September 1977 issue; and they would find a chart on the expected growth of 20 world urban centers from 1975 to 2000 A.D. in the March 1978 issue. The information is presented factually, avoiding editorial comment and subjective or judgmental biases.

## Teaching Procedures

Although there is no teaching guide, World Eagle lends itself to multiple uses in the classroom, media center, and library. Teachers can (1) reproduce and distribute selected material from World Eagle using it to generate class discussion, (2) use selected topics as motivators for student research projects, or (3)

keep the issues on hand as an easily accessible resource. The learning potential of the material will be greatly enhanced if the teacher becomes thoroughly familiar with information presented. The monthly cumulative index is very helpful for locating data on a particular topic. For example, a teacher or student wishing to study about energy could find information on breeder reactors, coal, crude oil production, energy consumption, nuclear regulatory commission, OPEC, and petroleum imports and consumption listed in the Cumulative Index for the April 1978 World Eagle. Also useful to the teacher is a section in each issue entitled "Profile." This section is intended to be an overview of the issue, presenting factual data related to the major topics in that issue. One item in the March 1978 "Profile," for instance, states that "45% of all trees cut down are used for firewood and half the world's people still depend on wood for two of their most basic needs--heating their homes and cooking their food." This introduces readers to an article entitled "On Forestry in the Environmental Age." After becoming familiar with the "Profile" statements, the teacher should be aware of the kinds of data presented and can devise appropriate activities, research projects, and discussion questions on topics related to his or her courses.

## Evaluative Data

In 1977 World Eagle was evaluated, prior to national distribution, by teachers in approximately 85 public and private secondary schools and a few colleges within a 50 mile radius of Boston. A Questionnaire in the April 1978 issue of World Eagle solicited feedback from readers on particular areas of interest, favorite issues, how and when the issues were used, and suggestions for improvement. Approximately 150 readers from across the nation responded. They indicated, generally, very favorable attitudes toward the selection and presentation of data in each issue. Interest was expressed in having more maps, charts, and graphs, and more coverage of African and Latin American nations. The issues for the 1978-79 school year will reflect these recommendations.

## GAMES AND SIMULATIONS



## ENERGY X

Developer: Norman S. Warns, Jr.  
Publisher: Ideal School Supply Company  
11000 S. Laverne Avenue  
Oak Lawn, Illinois 60453  
Availability: From Westinghouse Learning Corporation  
5005 West 110th Street  
Oak Lawn, Illinois 60453  
Publication Date: 1974 Grade Level: 6-12  
Number of Players: 20-40 Subject Area: Environmental  
Education, Geography,  
and Political Science

---

### Overview

Energy X is a three-day simulation designed to confront students with the fact that the most widely used energy resources are non-renewable. The major outcome of the activity consists of making decisions about the allocation of a hypothetical resource--Energy X--which will last for only three years. In arriving at this decision, students must consider a wide variety of data about various regions of the United States. An auxiliary outcome is that students are likely to learn much about the economic geography of the United States. The simulation is appropriate for secondary students in social studies courses dealing with the energy shortage, United States geography, or government decision making.

### Materials and Cost

Materials Package: Energy X.  
Cardboard box, 14 1/2" x  
9 1/2" x 13 3/4"; contains  
Teacher's Manual, 8 pp., paperbound; filmstrip and cassette; 5 spirit masters; 10 copies each of 8 handouts; 8 regional signs; Project Control sign

Total Package: \$19.50

### Required or Suggested Time

Energy X can be completed in three class periods. It may require more time when used

with upper elementary school students and less time with senior high school students.

### Intended User Characteristics

Energy X is intended for junior and senior high school students. It might also be used with adult groups engaged in energy education workshops. The Teacher's Manual indicates it can be used with upper elementary students as well. Participants are not required to read extensively but, to be able to participate fully and effectively, students must be able to read the maps, graphs, and tables. The activity requires that participants use this data to arrive at environmental and political decisions relative to energy allocation.

### Rationale and General Objectives

In the Introduction, the author states, "... it seems evident that the so-called 'energy crisis' will shadow mankind's footsteps for a long time to come. Shortages of resources such as oil, low-sulfur coal, and natural gas may necessitate power brownouts, industrial slowdowns, and further limit everyone's personal consumption. . . .As educators, we must face the problems of the future now!" Energy X is designed to further an awareness of the need for intelligent use of energy, the concept of non-renewable resources, energy resource location, energy production, and other factors associated with the energy crisis.

## Content

Energy X, a hypothetical substance, is a newly discovered energy source. However, the supply is quite limited and will only last an estimated three years. Energy X came to earth in the form of a meteorite, is non-polluting, and is applicable to a wide variety of uses. A sound filmstrip depicts the nature and details of Energy X as well as the limitations as to where and how it can be used. Students on a congressional committee, Project Control, are given the task of deciding how this source of energy will be allocated throughout the United States. Other students assume the roles of representatives from each of eight regions of the United States. Each region must prepare and present a case before Project Control on why they should receive a supply of Energy X. In preparing their cases, students consider the following data for each region: electricity, production and use, number of vehicles powered by internal combustion engines, miles of paved roads and highways, population and land area, proportion of energy sources in the United States, average income per person, value of mineral and fuel products, and the location of fuel deposits. Students on Project Control then consider the cases presented, based on this data, in making their decisions regarding the allocation of Energy X.

## Procedures

"Before beginning the simulation, the teacher should discuss energy resources, methods of producing energy, how this energy is used . . . , the energy crisis now facing the United States and the world, and the effects that all this has on our lives and the related total environment." Following this, the scenario involving the discovery of Energy X is presented to the class along with the dilemma of what to do with this new source of power. The filmstrip is shown at this time. In Phase I of the simulation students are assigned to each of the eight regions and to Project Control. Representatives for each region are given maps, tables, and graphs with data on all eight

regions. Each regional group studies all data available and prepares their case. In Phase II the regions present their cases for the allocation of Energy X. After all presentations are heard, Project Control, in private session, must decide which three regions would be best served by Energy X. The decision and reasons for it are announced to the entire energy council in Phase III. If representatives from the regions not receiving any Energy X wish to do so, they may appeal the decision in a fourth phase. Even though Project Control must hear all appeals, they are not obligated to make any changes in the allocations. Debriefing is extremely important for this simulation. It is important to analyze the reasons why allocations were made and whether the data warranted such decisions. Finally, the Teacher's Manual stresses the importance of reminding students that Energy X does not really exist, but does exemplify a very real problem. During or following the debriefing session, students should fill out the student self-evaluation forms.

## Evaluative Comments and Suggestion

In order to participate meaningfully, students must have a factual knowledge of energy consumption and allocation problems. Energy X is not likely to be an exciting simulation for many students. Nevertheless, it is a valuable and serious one. Hopefully, each teacher using this simulation will have established the validity of present concerns about energy consumption, especially the notion that most sources are non-renewable and that serious decisions are inevitable. The simulation was written in 1974 and thus does not deal with some of the newer energy sources that are being used, such as nuclear power and solar energy. Teachers may want to do some research on their own to get data on these newer sources in order to update the simulation. Finally, teachers may want to prepare a related activity for the regional representatives when Project Control is in their private session in Phase III.

## GOMSTON: A POLLUTED CITY

Developer: Norman S. Warns, Jr.  
Publisher: Ideal School Supply Company  
11000 South Laverne Avenue  
Oak Lawn, Illinois 60453  
Availability: From Westinghouse Learning  
Corporation  
5005 West 110th Street  
Oak Lawn, Illinois 60453  
Publication Date: 1973 Grade Level: 5-College  
Subject Area: Environmental Education/Ecology  
and Local Government Number of Players: 22 - As many as desired

---

### Overview

Gomston is a simulation focusing on the serious and complex nature of environmental pollution. Students assume the roles of government officials, representatives of various businesses and industries, and environmentalists trying to solve Gomston's pollution problems. Goals of the simulation are to develop in students a concern and understanding of environmental problems; insight into causes and effects of pollution and possible solutions; and the ability to analyze problems and work cooperatively with people of diverse opinions.

### Materials and Cost

Materials Package: Cardboard box, 14 1/2" x 9 5/8" x 2", contains: Teacher's Manual, 24 pp.; filmstrip; cassette; color transparency; 12 cardboard name plates; 40 copies each of Map of Gomston, Letter to the City Council from the Local Geographer, Gomston Environmental Analysis, Student Self-Evaluation Form, and An Evaluation of Gomston; 4 Student Response Forms; 4 List of Individual Roles for Gomston; Before and After posters of Gomston

Total Package: \$25.00

### Required or Suggested Time

The time allowed for playing Gomston is left to the discretion of the teacher. A minimum of two weeks of class periods should be allowed, but the simulation could extend additional weeks. One to two periods should be allowed for preparation; another period is necessary for allowing students to determine their roles. At least one class period should be allowed for debriefing.

### Intended User Characteristics

Gomston is appropriate for use in any social studies, science, or language arts class dealing with ecology or local government. It can be used with students of low, average, and high abilities in grades 6th through college. A minimal amount of reading is required; audiovisual aids set the stage and most of the activity centers around students' working together trying to solve Gomston's pollution problems. Teachers should familiarize themselves with the simulation prior to introducing it to the class by reading the entire Manual. In addition, some familiarity with simulation techniques would be helpful.

### Rationale and General Objectives

"Man has changed the environment to his own ends to the degree that he may effect his own extinction at some future date. Awareness for the necessity of environmental change . . . becomes more important with each passing day. Those of us in education

have the responsibility of fostering further awareness of the situation in the minds of those whom we profess to teach." With this in mind, Gomston is designed to help students understand the "real world" problems of environmental control. The primary objectives are to generate concern and understanding of problems of environmental degradation and to provide an opportunity to analyze these problems and their possible solutions.

### Content

Gomston is a city of approximately 75,000 people, located in the floodplain of the Gomston River. It is served by a well-integrated transportation system and its industry is quite diversified. "When considered within an environmental context, it is rather obvious that the planning of Gomston was very poorly conceived." The city is distressed with many of the environmental problems experienced by cities throughout the United States. Students assume roles representing state and city government; steel, chemical, coal, and petroleum industries; utilities; transportation; agriculture, lumber, forestry, and wildlife; the Chamber of Commerce; the Group against Pollution; and the news media. They try to agree on a workable solution to specific air and water pollution problems of their city. Through weighing the relative merits of the various proposed solutions, students learn of the difficulty involved in reconciling the many factions present.

### Procedures

Before beginning the simulation, teachers should plan for a class discussion on environmental pollution, its causes and effects, and related current events. The second day the overhead transparency of Gomston should be shown and discussed and copies of the map distributed. Following this, the filmstrip introducing Gomston's environmental problems should be shown. A worksheet reinforcing students' understanding of the situation and the "Letter to the City Council from the Local Geographer" explaining specific causes and effects of pollution in Gomston should then be distributed. During the third class period

students determine their own roles through voting and/or volunteering. On the fourth day each group is given their name plate, on the back of which is a list of their goals. For example, the goals for the steel and chemical industries are to satisfy their customers and to make a fair profit; the goals for the Group against Pollution are to encourage immediate action for environmental improvements and to make Gomston a better place to live and work. The groups meet privately to plan strategies before the town meeting. The Mayor presides over the town meeting. All decisions are based on voting, either by groups or individually. Further planning, beyond the fourth day, is left up to the teacher. The Manual includes several suggestions. The teacher should end the simulation without any warning to prevent students from developing last-minute, unworkable solutions just to finish. The "Student Self-Evaluation Form" and the evaluation quiz can be administered following a debriefing session. Several additional methods of evaluation are suggested as well.

### Evaluative Comments and Suggestions

Quotes from a junior high geography teacher, a junior high English teacher, and a high school and junior college instructor, who have used Gomston successfully with their students, testify to the flexibility of this simulation. Gomston can also be a very informative simulation. Students learn, for example, about air inversions, thermal pollution, causes and effects of several types of pollution, local governments, working together to solve a problem, and the complexity of the environmental problem. Most importantly, Gomston is a realistic simulation. Students are expected to experience the real-life frustrations of trying to reconcile differences and to wrestle with environmental problems long enough to realize their seriousness and complexity. One potential weakness of Gomston is that once the simulation is underway, the class is left with no further direction. The teacher should be prepared to consult with each group, suggesting further courses of action, if he or she notices that some groups are not involved.

12

## LIFE IN THE COLONIES GAME

Developers: Patricia D. Flowers with Ray Glazier  
Publisher: Abt Associates, Inc.  
Games Central  
55 Wheeler Street  
Cambridge, Massachusetts 02138  
Publication Date: 1977 Grade Level: 7-10 (5-12)  
Availability: From publisher Subject Area: American History  
Number of Players: 6-9

---

### Overview

In Life in the Colonies, eight students assume roles of everyday people in the period beginning with the French and Indian Wars and continuing through the Declaration of Independence. In the roles of farmer, merchant, printer, widow, slave, planter, minister, and royal official, they encounter daily problems and joys of colonists and the effects of historical events on their lives. Using a gameboard, chance cards, and an Outcome Book, students predict how historical events would affect the people whose roles they have assumed. The game requires little reading, but students must be able to think logically, predicting outcomes based on their knowledge of historical events.

### Materials and Cost

Materials Package: Plastic bag, contains: folding gameboard; 8 Role Profile Cards; 8 Player Tokens; 8 Player Token Stands; Outcome Booklet for Historical Events, 25 pp; 24 Chance cards; 26 Score Sheets; 1 die; Teacher Manual, 13 pp., plus teacher background essay, annotated bibliography, copies of player materials, and student activity sheet masters.

Total Package: \$26.00

### Required or Suggested Time

The developers suggest one day for learning how to play, one day of actual play for each group of eight students, and one day of general follow-up activities. Since the maximum number of players using the gameboard at one time is nine, the teacher must either purchase multiple copies of the game, or provide alternative activities for the rest of the class while each small group plays the game. A suggested schedule for a class of between 28 to 36 students is presented in the Manual.

### Intended User Characteristics

Life in the Colonies was developed for students in grades 7 through 10. It has been used successfully with students as low as grade 5 and as high as grade 12. The student who is assigned as outcome reader should read at the 6th-grade level with ease. Students must keep their own score sheet; therefore, they should be able to add and subtract easily in increments of five. Roles include different social strata, women, blacks, and the British. Teachers need no special background in the game's content, although they should be adept at planning related activities for groups not engaged in the game.

### Rationale and General Objectives

"Our basic aim, in the design of this game, was to help students make the connection

---

Data Sheet by Frances Haley.



between everyday people and history." To achieve this aim, the developers have designed a game which will teach students that: "(1) the life of an American colonist was in many ways governed by the same forces that operate in today's world--economic forces, political forces, and the forces of custom and tradition; (2) the effects of the various Parliamentary Acts on the colonists differed according to the social, political, and economic standing of the particular colonist; (3) the position of a colonist in the colonial society had great bearing on his/her decision to be either a Patriot or a Tory; (4) colonists of diverse roles were drawn together in their wrath against the British colonial power; (5) among the most important causes of the American Revolution were the Acts of the British Parliament."

### Content

Life in the Colonies simulates the colonial period from the French and Indian War to the Declaration of Independence. Players assume roles and participate in historical events during this time period. These historical events have been chosen by the authors with a conscious effort "to select the most significant occurrences, while also keeping geographical distribution," to avoid presenting the American Revolution as a "New England Phenomenon." Following the French and Indian War and the Treaty of Paris, historical events on the gameboard focus on the various acts of Parliament, plus some colonial events such as the Boston massacre. After the Battle of Lexington and Concord, the majority of the events relate to the Revolutionary War. The final historical event is the Declaration of Independence. The roles assumed by students simulate "daily colonial living including family responsibilities, relationships with the church, and even occasional violence with an emphasis on the political and economic factors of life."

### Procedures

The instructor begins by assigning roles to each of eight students. Roles include farmer, merchant, minister, planter, printer, royal official, slave, and widow. One additional student is assigned as Outcome Reader. Students are then shown the game materials,

which include the gameboard, a die, and their player tokens. They are given role cards which describe their role on one side and how to play on the other. Students also receive a score-sheet on which they record their role, name, and given number of goal points. The object is for each student to reach their goal points before they finish the game. Movement along the gameboard progresses with the roll of a die. When students land on a historical event, they tell the Outcome Reader what event they are on. The Outcome Reader then tells them what their point count will be for that event. For example, a farmer landing on the Boston Massacre would be told: "No gain or loss. You didn't hear about this event for months," while a merchant hears: "Lose 10 points. You fear for the safety of your family and your shop; there are many British soldiers in your town." These clues help students decide whether they should be a Patriot or a Tory. At the Battles of Lexington and Concord, players must stop and declare their loyalty. After this point, gain/loss is determined solely by declared loyalty and not by game role. "Chance" squares are interspersed throughout the gameboard. Sample chance cards are "a good neighbor visits and brings you some of his extra food; gain five points" or "you are chosen head of a local political group; gain five points (does not apply to slave)." When all players finish, they compare their point score with the goal points given them at the beginning to determine who came closest to meeting their goal. The developers suggest that students be grouped by their roles for the debriefing and compare their experiences and feelings. Related activities in the Manual can be used after debriefing is completed.

### Evaluative Comments and Suggestions

Because the gameboard only accommodates eight students, with a ninth serving as outcome reader, the teacher must plan for activities with the rest of the class while each group participates in the simulation. The Manual presents a number of related reading and writing activities; however, the teacher may have to find additional activities for less able students. An alternative to this procedure would be to purchase enough sets of the game that students could all participate on the same day, each group using a different gameboard.

## MANCHESTER, THE GAME OF

Authors: John Blaxall; revised by Thomas K. Dorman  
with Ray Glazier

Publisher: Abt Associates, Inc.  
Games Central  
55 Wheeler Street  
Cambridge, Massachusetts 02138

Publication Date: 1977 (rev. ed.)      Grade Level: 7-Adult

Availability: From publisher      Subject Area: Economics and  
World History

Number of Players: 8

### Overview

The Game of Manchester focuses on the economic and social changes brought about by the Industrial Revolution in 19th century England. Students role play country squires, mill owners, farmers, workers, and bankers who experience drastic changes in their lives. The game was originally sponsored by Educational Services, Inc. and published as part of From Subject to Citizen, by Education Development Center. It has since been tested, revised, and used successfully with students from 7th grade through college. It can be used to supplement American or world history courses or to teach concepts in economics or sociology.

### Materials and Cost

Materials Package: Plastic bag,  
15 3/4" x 12", contains the  
following: Teacher's Manual, 36 pp., paperbound;  
foldout gameboard; wall  
poster; 4 Farm Production  
cards; 4 Mill Production  
cards; 8 Player Strategy  
cards; 12 Chance cards;  
Game Money Bills in different  
denominations; 22 Farmer  
and Worker Tokens; 18  
Farm Land Markers; 22  
Loom Tokens      \$35.00  
Set of 3:      \$95.00

### Required or Suggested Time

A minimum of three class periods should be allowed for preparation, play, and debriefing. However, the learning experience would be enhanced if five or more class periods were allowed. The Manual emphasizes the importance of taking as much time as necessary for preparation. Once the actual play begins, each year is played in ten minutes. Teachers may choose to have students play only one game, covering five to ten years in one to three class periods; or they may wish to have students switch roles and start a new game each day. At least one class period should be allowed for debriefing.

### Intended User Characteristics

Manchester has been tested with learners of average and above average abilities in grades 7-college. The Teacher's Manual states that the game "does not necessarily require reading skills . . . beyond an upper elementary level." If the directions are difficult for the students to read, they can be explained orally. Students selected to be bankers must be sensitive to the group's needs, possess leadership skills, and be able to read and compute well. It would be to the advantage of all players if they have basic mathematics in full command. Several ways to make the game more complex for advanced high school or college students are suggested. No special teacher training is required, but an understanding of simulation techniques would be helpful.

## Rationale and General Objectives

This simulation is designed to give students the means to experience and feel deeply "the 'Land versus Loom' struggle, which is Manchester's condensed expression for the great upheaval in 19th century England that changed human life and relationships irrevocably through the first large-scale use of machines to do work." Suggested cognitive objectives include developing thinking, listening, reading and comprehension, writing, and mathematical skills. Affective objectives such as helping students get a new perspective on the roles they play in "real life" are also suggested. The objectives are merely suggestions to demonstrate Manchester's potential; teachers need not be limited by them and are free to develop their own to meet the needs of their students.

## Content

Manchester simulates the period from 1820-1840, when England "became the world's first industrial capitalist society." The emphasis is on the economic and social changes that resulted from the creation of the factory system in the textile industry. The game shows students how the lives of people, both rich and poor, urban and rural, were affected. The process of play demonstrates how many self-sufficient farmers and farm workers were forced to move to cities like Manchester where they were hired for meager wages by the factory owners.

## Procedures

The Teacher's Manual suggests displaying the poster several days before introducing Manchester. Once the rules are understood and students have been divided into groups, roles should be randomly assigned. The object of the game is for each player to make as much money as possible. The banker in each group passes out materials, manages the game, and keeps track of each player's net worth. To begin play, mill owners buy looms from the bank, and farmers buy or lease land from the squire. The squire, farmers, and mill owners then hire workers. Players figure out their production of wheat or cloth for the year using the Farm Production and Mill Production

cards. A Chance card gives the year's market prices. The banker pays profits, but then collects the cost of living from each player. This figure is different for each role; anyone who cannot pay must go to the Workhouse for the next year. (Persons in the Workhouse do not collect wages but may be hired out at six pounds per year to be paid to the bank.) At the end of the designated number of years each person's net worth is compared to what it was when the game began. The squire and the farmers can hope to increase their wealth or at least break even, while the mill owners will probably do better than anyone. The workers will do well to keep out of the Workhouse and the factories. The Teacher's Manual suggests follow-up activities for art, writing, economics, mathematics, world history, American history, poetry, sociology, business, psychology, and affective education. These include writing, discussion, and problem-solving activities. At the very least, the Manual suggests debriefing should include calling on all squires, then all farmers, workers, mill owners, and bankers, to get together and compare notes and "to talk about their particular roles, vantage points, and experiences."

## Evaluative Comments and Suggestions

The Teacher's Manual states that Manchester necessarily simplifies historical reality: the ratio of hand loom to power loom has been altered; the game does not have people, but stereotypes and roles; it does not have an evolution of years, but a random representation; and the system is artificially closed, not allowing players to save money and emigrate, for instance. The Manual goes on to explain that these factors can raise questions and lead to discussion and learning for the sophisticated student. In testing situations students generally enjoyed the game, with the occasional exception of the workers, "who aren't supposed to have a wonderful experience as they try to fight off the indignity of servitude and poverty." The game is not designed to be fair. Students must respond to the changes as did their historical counterparts. For this reason it would be wise to play the game more than once, allowing students to experience different roles.

## MUMMY'S MESSAGE

Developer: Tony Maggio  
Publisher: Interact Company  
P. O. Box 262  
Lakeside, California 92040  
Publication Date: 1978  
Grade Level: 5-12  
Availability: From publisher  
Subject Area: Archaeology and  
World History  
Number of Players: 4-36 or as many as desired

### Overview

Mummy's Message was developed to simulate an archaeological expedition into the pyramids of ancient Egypt. In playing the game, participants are exposed to facts about ancient Egyptian culture and become aware of the excitement and danger experienced by archaeologists on an expedition. The daily instructions and the student assignment sheets are given for upper elementary/junior high students and for high school students. The simulation can take anywhere from four class periods to three weeks to complete and is designed to develop research skills as well as critical thinking skills.

### Materials and Cost

Materials Package: Mummy's Message. By Tony Maggio. 55 pp., 8½" x 11", booklet with removable plastic binding; includes overview, objectives, daily instructions by grade level, and reproducible student pages

Student Guide: folded sheet, 17" x 22"; contains background information, pre-game instructions, game rules, debriefing activities, and sample game board

Total Package: \$22.00

### Required or Suggested Time

The author suggests two time options. The first requires four to five class periods

and is intended to introduce and develop student interest in the study of ancient Egypt. The second option is a complete unit on Ancient Egypt and requires a minimum of ten hours.

### Intended User Characteristics

Mummy's Message was designed for upper elementary, junior high, and senior high school students of average and above average ability. Student assignments are written at two levels: upper elementary/junior high and high school. The teacher's daily instructions are also geared to these two levels. The simulation should not be used with students of below-average abilities as the instructions are rather complex and the game play requires the ability to recall a significant amount of factual information.

### Rationale and General Objectives

The author states that "... besides exposing your students to facts about Ancient Egyptian culture, this simulation allows ... students to experience the thrills and frustrations of an archaeological expedition into a pyramid ... and become involved in performing certain archaeological skills." The guide lists eighteen knowledge objectives, eleven skill objectives, and five attitude objectives.

### Content

Mummy's Message simulates an archaeological expedition into an Ancient Egyptian pyramid. The simulation presents background information about Ancient Egyptian culture

and emphasizes the variety of investigative and reconstruction skills archaeologists employ to learn about ancient peoples and cultures. Concepts such as social structure, religious beliefs, supernatural power, burial customs, and government and law are emphasized. As the teams progress through the passages of the pyramid, they answer 200 objective questions dealing with topics such as the geography of the Nile River Valley, geographic influences on Egyptian civilization, Egyptian culture, Egyptian archaeological finds, and hieroglyphics. One question, for example, is "True or False: In Ancient Egypt, walls were constructed which separated the very rich from the very poor" (true). In addition to the questions, problem cards describe incidents actually encountered by archaeological teams. The Mummy's Message, written in hieroglyphics which the teams try to piece together and decode, is a prayer of praise to the sun god, Aten.

#### Procedures

The ultimate goal of the simulation is to piece together and decode the Mummy's Message. Students are divided into three groups, each of which is further divided into two competing teams. The members of each team assume the role of members of an archaeological expedition into a pyramid. Teams select a representative color and name, designate one student as team leader, and help create a classroom environment similar to an archaeological camp site by decorating the classroom with archaeological props. Each team progresses through the pyramid by correctly answering questions. Students occasionally will have to answer a question more than once; therefore, it is to the team's advantage for each student to remember the answers to the questions. A correct answer earns team members a hieroglyphic card containing a hieroglyphic symbol and its translation. As the teams enter the three chambers of the pyramid they discover pieces of the hieroglyphic tablet bearing the Mummy's Message. In the passage ways, students will encounter a number of obstacles. When a team lands on a

black box they must draw the corresponding problem card along with a question card. Even if the student answers the question correctly, the team is likely to lose a turn as a result of the problem encountered. Another hindrance is the rule that the team cannot enter the last chamber until it has collected all the hieroglyphic cards. The winner in each group is the first team to correctly piece together and translate the Mummy's Message. If a team provides an incorrect translation of the message, the team is penalized by being directed to hand over 15 hieroglyphic cards to the opposing team, and the game continues. The rules are basically the same for the short and long option and for students at different grade levels. The long option includes a variety of research activities at different phases of the game. Separate research projects are provided for elementary/junior high students and for high school students.

#### Evaluative Comments and Suggestions

Mummy's Message is interesting and informative and should increase participants' knowledge of Ancient Egyptian life and archaeological methods. The author spent seven years researching the topic and developing the simulation in order to make it factually accurate and workable in classroom situations. If participants are to understand and enjoy the simulation, they will need to become thoroughly familiar with the background information presented in the Student Guide, game rules and objectives, and certain vocabulary terms before play begins. It is important that teachers familiarize themselves with the Teacher's Guide if the simulation is to be successfully implemented. The Guide is comprehensive, clearly stating the purpose of the simulation, providing directions for setting up, suggesting step-by-step instructions for each day, and offering time options and grade-level adaptations. Finally the game can be used in a wide variety of classroom situations, as the design encourages flexibility according to student ability and the amount of time available for the simulation.



## OPEN END DRAMAS I AND II

Author:	John Koppel		
Publisher:	History Simulations P. O. Box 2775 Santa Clara, California 95051		
Publication Date:	1975, 1976	Grade Level:	7-12
Availability:	From publisher	Subject Area:	American History
Number of Players:	15-40		

### Over-view

Two sets of open-end dramas for secondary level students deal with social problems and foreign problems in American history from 1848 to the future year of 1999. Each set consists of performance objectives, teaching suggestions, and four scripts with fact sheets for setting the scene. An open-end drama is defined as "a short play without a set ending." After reading and acting out the play, students role play and/or discuss possible endings. The dramas, designed to encourage student participation, are based on federal court cases, jury trials, arbitration hearings, Senate Committee hearings, and cases presented to international military tribunals. Actual historic events as well as hypothetical situations are presented. The hypothetical presentations illustrate current or future concerns. Student skills in oral reading, discussion, value clarification, and decision making should be enhanced by the use of this material.

### Materials and Cost

#### Student and Teacher Materials:

Open End Dramas I and  
Open End Dramas II. By  
John Koppel. 2 booklets  
with removable plastic binding; 38 pp. each, 8 1/2" x 11"

\$15.00  
each

### Required or Suggested Time

Each of the eight dramas can be completed in one or two class sessions. The

actual reading and acting out of each script requires approximately 20 minutes, while the amount of background information presented and the time allowed for follow-up discussion will vary. To facilitate the reading and acting out of the script, the teacher may wish to assign roles to students a day or two in advance so they can familiarize themselves with their roles.

### Intended User Characteristics

These materials are designed for use with average ability students in grades 7-12. According to a reading analysis using the Fry Graph for Estimating Readability, the average reading level is 6th-7th grade. Students reading below this level will need assistance if they are to participate in the oral reading. In addition, junior high students may need certain terms, such as ratification, explained. The interesting dramas should motivate students who normally show little interest in American history. Average students should enjoy these dramas as a varied approach to the study of historic events and concepts. Teachers will need to reproduce student copies of the dramas from their own set; permission is granted for this. No special training is required for teachers using these dramas.

### Rationale and General Objectives

Open End Dramas I and Open End Dramas II are based on the belief that students should discuss and decide historic questions; that they should understand both sides of a contro-

versial issue and make their decisions based on that understanding. Through use of these dramas, students should comprehend the historic conditions presented and the social issues involved and become aware of how the national interest affects foreign policy. They also should develop a better understanding of court procedures. Behavioral objectives for each open-end drama are stated in the introduction to each set.

## Content

Open End Dramas I deals with social problems in American history. The first drama contains two fictional U.S. Court of Appeals cases relating to the Treaty of Guadalupe Hidalgo (1848). "In Re Sanchez" focuses on the issue of using the Spanish language; "Castro versus California" examines the rights vested in land grants. The second drama is based on a real incident and centers around the trial of Ossian Sweet in 1925. Dr. Sweet, a black doctor, was on trial for a shooting incident that occurred when he moved into an all-white neighborhood in Detroit. "Senate Hearings on Immigration from Mexico--1928" is the third drama in this series. Students consider whether immigration from Mexico should be restricted. The final play in the set, a fictional episode, is an "Arbitration Hearing on the Employment of Women--1974". Two women charge that laying off employees on the basis of seniority is discriminatory as the men have held their jobs longer than any of the women. Open End Dramas II involves four foreign policy problems. The first is "The Philippine Question--1899." Students consider whether the Philippines should be annexed after the Spanish-American War. The next script is "The Treaty of Versailles--1920." Students, as senators on the Foreign Relations Committee, must decide if the United States senate should ratify the Treaty which also means joining the League of Nations. Students will probably find the third drama, "The War Crimes Trial--1946," very interesting. A camp commandant and a guard from Dachau concentration camp are on trial before an international tribunal. Students consider the degree of individual responsibility with regard to war

crimes. "The Baja Crisis--1999" is the final foreign policy drama. It involves a future situation in which students, again as senators on the Foreign Relations Committee, consider whether the United States should enter a conflict to help another nation. The Baja case provides parallels with limited warfare in Korea and Vietnam.

## Procedures

In each drama, 9 to 14 students are active participants; other students serve as judges, jurors, senators, or hearing officers. Initially, all students are to be given a copy of the drama and its corresponding fact sheet. The teacher should go over the fact sheet with the students to set the scene and explain court procedures if necessary. The teacher may ask for volunteers for each role or assign the cast. The arrangement of chairs in the room is given for each drama. Once the room is set up, the class reads and acts out the drama. Witnesses actually "take the chair" when called upon. Those who have been assigned roles present and explain their decisions on how the drama ends. Following this, the teacher may wish to ask the rest of the class to accept or reject the decision and to suggest other possible endings. Unanimity in decision making is not necessary. Follow-up discussion is then held. Where applicable, the actual decision should be compared with the class's verdict. Teachers may wish to have students further investigate the real cases and cases similar to the hypothetical situations.

## Evaluative Comments and Suggestions

Koppel, a classroom teacher, has used these materials successfully in his own teaching. The Open-End Dramas are interesting, easy to use, and should appeal to students of varying ability levels. They help students develop skills in oral reading and decision making and highlight important events in U.S. history. To make the dramas even more realistic, teachers might want to develop audience roles more fully, for example, by requiring a two-thirds vote in the Senate for treaty ratification.

## RAINBOW GAME

Developer: Ray Glazier  
Publisher: Abt Associates, Inc.  
Games Central  
55 Wheeler Street  
Cambridge, Massachusetts 02138  
Publication Date: 1976  
Grade Level: 7-12  
Availability: From publisher  
Subject Area: Civics and Sociology  
Number of Players: 20-30

---

### Overview

Rainbow Game is designed to illustrate the complexities and dilemmas associated with federal efforts to solve social problems through governmental programs. It indirectly addresses the issue of race and ethnic relations. As a result, participants should get a feeling for what it is like to be discriminated against as a member of an ethnic minority and come to understand that much discrimination is unconscious and that it is found in many forms. Secondary students in civics, sociology, or U.S. history classes play roles in a fictional country named Rainbow Union, a heterogeneous, but unequal-sized mixture of four socioeconomic groups identified as Blues, Oranges, Greens, and Purples. Individuals are competing for a limited number of "Fun Stamps" which are supposed to be equally available to all citizens. Some participants become part of the bureaucracy responsible for allocating the stamps, and must choose and implement specific criteria for selecting Fun Stamp recipients. Others conduct demographic research to determine the fairness of the allocation of Fun Stamps. The game is designed to be an entire class activity lasting one full day or five consecutive class periods. The published version is based on the results of extensive field tests.

### Materials and Cost

Materials Package: Rainbow Game. By Ray Glazier.  
Plastic bag, 12" x 15 7/8", contains Teacher Manual, 33

pp.; 30 Scenario and Rules, 3 pp.; 18 Blue Group Profile; 6 Orange Group Profile; 3 Purple Group Profile; 3 Green Group Profile; 4 Do It Yourself Role Profile spirit masters; 7 Fun Staff Center Staff Profile; Official Application Form for Fun Stamps spirit master; Fun Stamp rubber stamp; dice; 5 yards wide ribbon in 4 colors.

Total Package:

\$ 30.00.

### Required or Suggested Time

The game requires either a full day with interruption only for lunch, or five consecutive class days without weekend interruption. The Teacher Manual is quite specific about these time requirements.

### Intended User Characteristics

Rainbow Game is useful in almost any course in the secondary social studies curriculum. Field-test teachers felt the game was appropriate for grades 7-12. The role of Fun Center Director is extremely important and calls for a "fairly strong and aggressive personality." The game is obviously appropriate for white, middle-class students, giving them a deeper understanding of discrimination; but it is also appropriate for minority students, giving them a chance to see discrimination from the other side. No special

training is required for teachers, but experience in conducting classroom simulations would be very helpful. Teachers should be aware that the game can become highly emotionally charged. Care must be taken to avoid making any direct connection between color groups in the game and actual racial and ethnic groups in American society. Finally, teachers must be willing to plan a "fun" activity for the Fun Stamp recipients following the game, but prior to debriefing.

### Rationale and General Objectives

A basic goal of Rainbow Game is to address the issue of race and ethnic group relations in contemporary society. Students should learn about the dilemmas facing any society that attempts to treat all citizens equally and about the use and misuse of demographic data by racial/ethnic groups and by a government bureaucracy. Specific objectives include (1) improved understanding of and tolerance for other social/racial/ethnic groups; (2) awareness of the adverse effects of bureaucratic "red tape" and consideration of more humane procedures; and (3) experience with techniques and problems of social science data gathering.

### Content

Concepts and processes from many of the social science disciplines are introduced in Rainbow Game. Students learn about data gathering, the rights and problems of minority groups in a multi-group society, decision making by government bureaucrats and policy makers, and economic concepts--especially scarcity.

### Procedures

Rainbow Game is relatively complex, but the Teacher Manual provides step-by-step procedures. The teacher selects students for each color group, appoints the Fun Stamp Center Director (who in turn appoints a staff), and guides the remainder of the simulation's activities. Suggestions are provided to adjust the game to specific classroom and/or student characteristics. Prior to the first day, students should read the Scenario and Rules and

their own color group role profile. They should also complete their individual role profiles. On the first day of play students participate in color group caucuses and determine strategies which will enable them to achieve higher societal status. Individuals then fill out Fun Stamp application forms which are reviewed and acted on by the Fun Stamp Center staff during subsequent days of play. Some players may well find it to their advantage to submit "falsified" applications. During the next few days when the Fun Center staff is busy processing, verifying, and evaluating applications other students are involved in a parallel demographic research activity. For this activity, students are arranged in survey teams, each compiling data from all color groups on one characteristic, such as marital status and age. When the teams have collected and compiled their data and when the Center Staff has decided who is to receive Fun Stamps, the Center Director announces the recipients. There is no appeal process in the game; however the Manual suggests setting up a judicial review process as a follow-up activity. It is particularly important for the teacher to follow through with a "fun" activity, such as a movie, for the Fun Stamp recipients. A thorough debriefing session helps the teacher and class relate the game's scenario to real world problems.

### Evaluative Comments and Suggestions

Unlike most simulations, this game was extensively field tested in 1975-76 in more than 400 schools. Teachers and students in grades 7-12 used the game and provided feedback which was used to produce the current, revised version. According to the test data, which is included in the Teacher Manual, 72.8% of the teachers expressed positive overall reactions to the game. In some areas, the game might generate some controversy because it leads to a situation where racial/ethnic groups are pitted against one another. However, it appears to do just what a simulation is designed to do: illustrate and explain a social situation by having students play roles in a hypothetical, nonthreatening situation.

## TALKING ROCKS

Developer:	Robert F. Vernon		
Publisher:	Simile II 218 Twelfth Street P. O. Box 910 Del Mar, California 92014		
Publication Date:	1978	Grade Level:	5-8 (9-14)
Availability:	From publisher	Subject Area:	Anthropology and Communication
Number of Players:	6-35 (as many as are in the class)		

---

### Overview

Talking Rocks, a simulation of preliterate societies, emphasizes the development of written communication for societal survival. It can be used with students of almost any age to teach a variety of topics, such as human adaptation to the environment, linguistics, and prehistoric religious beliefs. Students assume the roles of prehistoric nomadic bands who face many perils; survival depends upon each group's leaving important messages for other groups following their migration patterns. A systematic, clearly-understood communication system must be developed in order to leave these messages. This communication system takes the form of picture messages. Playing and debriefing requires approximately three class periods.

### Materials and Cost

Teachers Manual: 24 pp., 5 1/2" x 8 1/2", paperbound; includes complete game instructions and 12 removable survival messages \$ 5.00

### Required or Suggested Time

Talking Rocks includes three to four "migrations" (rounds) and lasts approximately two hours. The first round requires 20 minutes; subsequent rounds will be shorter as students begin to develop picture symbols.

---

Suggestions for extended play and variations of the simulation are included. Several additional class periods will be required to incorporate these ideas. In addition to the actual simulation time, at least one hour should be allowed for debriefing.

### Intended User Characteristics

This simulation can be used with a variety of age groups. It was designed for use with upper elementary students, but can also be used with secondary and college students studying anthropology, ethnography, communications, linguistics, language arts, or art. Special suggestions for using the game with children as young as first graders are included. If a group of students has difficulty reading the scenario from which they are to draw their picture message, the teacher or an advanced student can read it to them.

### Rationale and General Objectives

Talking Rocks was developed to provide insight into the development of systematic communication systems. Prior to formal written language systems, people relied on oral communication; when written language was developed, humans were able to benefit from the experiences of other humans, past and present. Students experience some of the problems involved in developing and interpreting written messages, a process compli-

---

Data Sheet by Jack E. Cousins.



cated by the absence of face-to-face encounters. The Teacher's Manual lists 11 objectives for participants in this simulation. Among these are that the participants should: (1) learn that prehistoric people were more sophisticated than conventional stereotypes would suggest; (2) understand how petroglyphs and pictographs were used by prehistoric peoples; (3) understand how writing as a form of communication may have evolved; (4) gain insight into how humans survive in adverse environmental conditions; (5) develop skills in assimilating, criticizing, analyzing, and generalizing from information about prehistoric peoples; and (6) have a basic grasp of the concept of hunting magic and primitive religion, if optional scenarios are used.

### Content

Students simulate small bands of "Eagle People," a preliterate society of shepherds who live in family groups and seasonally migrate in search of new pastures. In their migrations, each band leaves helpful picture messages behind for the next band of Eagle People who camp there. The survival of each band depends on their ability to interpret the messages left by other bands. The game can be used to emphasize a variety of themes. Teachers may choose to focus on the nature of being human, stereotypes of tribal people, the evolution of the writing system, the use of symbols, human adaptation to the environment, art, religion, or any number of other themes.

### Procedures

Students form small groups of no more than five, each group representing one segment of the Eagle People society. If possible, groups should be isolated from each other by dividers or by the use of several rooms. There are three rules: (1) Eagle People use only pictures in their messages--students must not use words, modern symbols, or numbers; (2) players may not share their message with any other bands; and (3) players are not permitted to converse with members of the other groups during play. To begin, each group is given one

survival message which they must "carve on rocks" (or draw on newsprint) near camp fire locations. Each group must leave a message before migrating to another area. When all groups have completed their drawings, the teacher collects the printed survival messages, and the groups migrate to new territories. As each group arrives at its new campsite, it is confronted with a picture message, left by the last group, containing information essential to their survival. The task is to correctly interpret the message. If this is done, the group is permitted to continue play; but if the message is misinterpreted, the group is declared "dead." Teachers may prefer to allow each group one or more misinterpretations before declaring a group "dead." The Manual suggests several other alternatives to "dead" groups. Additional rounds proceed as the first with new survival messages being distributed to each of the continuing groups. After four rounds of play, reasonably complete and flexible writing systems should begin to emerge. Talking Rocks may be used several times by adding religious, art, and hunting messages the survival messages. Sample messages on these topics are included in the Manual. Several methods for debriefing the simulation are suggested and discussion topics for small and large groups are provided.

### Evaluative Comments and Suggestions

The design of Talking Rocks is simple and easy to understand, but the applications and outcomes can be quite sophisticated. Knowledge gained by participants will vary in direct relationship to their sophistication. Another advantage of Talking Rocks is that it is complete in one small Manual; if survival messages are lost or misplaced, the teacher can quickly develop replacements since the messages are summarized in the Manual itself. Instruction about picture writing and prehistoric societies should be presented before using Talking Rocks. This would be an excellent simulation to use as a culminating activity when studying prehistoric societies or the development of writing.

## TIME CAPSULE

Author: Don Eells

Publisher: Interact Company  
P. O. Box 262  
Lakeside, California 92040

Publication Date: 1978

Grade Level: 5-12

Availability: From publisher

Subject Area: American Studies  
and Values Education

Number of Players: 20-35

### Overview

The author states that "Time Capsule is not a simulation. It is not a game. Time Capsule is real!" Students learn about American society and lifestyles by selecting contemporary artifacts to place in a time capsule. The time capsule is then buried and an envelope containing site maps and a letter addressed to a social studies class 30 years in the future is presented to the principal for safekeeping. Students of different ability levels in upper elementary school through high school can learn from the activity. Time Capsule requires approximately four weeks of class time and would be appropriate in any course dealing with American culture.

### Materials and Cost

Materials Package: Time Capsule. By Don Eells. 32 pp., 8 1/2" x 11", booklet with removable plastic binding; includes objectives, overview, set-up directions, daily instructions, and 25 reproducible student pages

Total Package: \$14.00

### Required or Suggested Time

Activities for 19 class periods are provided. The Teacher's Guide suggests that teachers first decide how much time they wish to use and modify the daily instructions accordingly.

### Intended User Characteristics

Time Capsule is intended for students in grades 5-12 of average and above average ability. It can be used to supplement courses in American history, American culture, or archaeology. Very little reading is required of participants. Some of the materials required are not provided and will cost money. These are listed in the Teacher's Guide and include a steel garbage can, shovels, plastic bags, a tape recorder and cassettes, a camera and film, and other items. The teacher will need to make arrangements for obtaining these materials. In addition, students will have to be willing to contribute items to put in the time capsule. Students selected for special roles must also be willing to spend some out-of-class time on the project. Teachers should carefully review these roles before selecting students to fill them. Finally, the guide suggests informing administrators of the activity as they will be participating in the final phase.

### Rationale and General Objectives

Time Capsule is designed to give students the opportunity to analyze contemporary American culture and lifestyle. The Teachers' Guide lists four knowledge objectives, 13 skills objectives, and six attitude objectives for the activity. For example, in the area of knowledge, students should experience: "the role of the historian, the anthropologist, the archaeologist, and the

Data Sheet by Judith E. Hedstrom.

sociologist. . ."; and better understand "the interrelationship among the various parts of culture." In the area of skills, students practice "analyzing and categorizing the large and complex into a workable and manageable system"; writing essays; decision-making; and questioning and interviewing. In the area of attitudes, students should sense the complexity of American life, understand the necessity of tolerating others' viewpoints, and realize the difficulty of objective analysis.

### Content

The focus of Time Capsule is on American culture and lifestyle. Students first explore how historians learn about the past by examining artifacts, and how artifacts can be misleading and misrepresent a culture. During much of the activity students work in six Cultural Artifact Groups (CAGs), each focusing on a different aspect of American culture. These groups examine fine arts and music; family and religion; entertainment, sports, and recreation; foods, transportation, and technology; economics and government; and education and language. For each artifact they examine, students consider: "What does this item tell us about American life?" and "Does the artifact accurately depict part of Americana or is it misleading in any way?"

### Procedures

To begin the activity students read the Student Guide. A short lecture or discussion should be arranged on how historians learn about the past. Students then examine several artifacts from the past provided by the teacher. The next day students examine coins and other artifacts, filling out an Artifact Analysis Sheet. For the third day teachers can choose from a number of suggested activities: a short story and discussion; reading from Chariot of the Gods, by Erich von Daniken; a film and a discussion; or brainstorm in which students identify various cultural categories. Each student then fills in a Cultural Artifact Suggestion Sheet organized into the categories mentioned above. Students are organized into six CAGs on the fourth day and some are assigned the role of photographer, interviewer,

geographer, burial engineer, pack supervisor, document chief, press agent, protocol officer, and investment broker. Instruction sheets for the CAGs and each role are included. Over the next ten days students bring possible artifacts to class, CAGs analyze artifacts, photographers take pictures of the artifacts and groups at work, interviewers record the thoughts and ideas of classmates and others for a tape to be included in the time capsule, CAGs report artifact suggestions to the class, the class discusses and debates artifact suggestions, and final decisions are made as to exactly what will be included in the time capsule and where it will be buried. During the last several days students tag each artifact; fill in the Artifact Record Sheet and the Time Capsule Participant Sheet in duplicate; bag, seal, and pack the artifacts; and bury the time capsule. To conclude the activity, students complete the site maps, prepare their letter to a future class, and present the letter to the principal for 30 years of safekeeping. Students then discuss what has been learned about American culture and fill out the Student Self-Evaluation Forms.

### Evaluative Comments and Suggestions

The author used Time Capsule successfully four times in his own classes prior to its publication. There are many advantages to using this activity for both teachers and students. Four that are particularly worth noting are as follows: (1) The time required is quite flexible and can be adjusted to fit into almost any schedule. (2) Students of different ages and ability levels can learn from the activity, each contributing his or her own particular view of American culture. (3) Time Capsule is the kind of activity that should motivate and involve students who do not normally participate. (4) The biggest advantage is the learning experience. In this activity students learn, not from books, but by opening their eyes and analyzing the things they do and use every day. They also learn how historians learn from the past by examining artifacts, and how easy it would be to misinterpret history. This should help students read history with a more critical eye in the future.

## WITCH TRIALS: CRISIS IN FEAR

Developers: Mary Simpson Furlong and Louise Weinberg Jacobsen  
Publisher: Greenhaven Press, Inc.  
1611 Polk St., N.E.  
Minneapolis, Minnesota 55413  
Publication Date: 1977 Grade Level: 7-12  
Availability: From publisher Subject Area: American History and  
Legal Education  
Number of Players: 24-36

---

### Overview

Witch Trials: Crisis in Fear is a simulation role play based on the witch trials which took place in Salem Village in 1692. After students become familiar with Salem witchcraft and Puritanism in the 17th century, they assume roles of the participants in a witchcraft trial. The cases of three accused witches are heard and judgment is passed. Students then discuss the cases, the reality of the role play, and the relationship between the witch trials and similar, modern day events. The coordinator should have a good background in colonial history and should be skilled in debriefing the simulation, as a number of the roles can be highly emotional.

### Materials and Cost

Materials Package: Cardboard box, 8 3/4" x 11 1/4" x 1", contains the following:

Teacher's Manual: 19 pp., 8 1/2" x 11", paperbound; includes introduction, background, instructions, role descriptions, 1 reading and bibliography

Additional Materials: 2 posters, 22" x 17"; Chief Magistrate Instructions, 4 pp.; 3 Accused Role Cards; 3 Afflicted Girl Role Cards; 6 Magistrate Instructions; 1 pad Community Observer Form; 1 pad Juror Instruction Sheet; 1 pad Cotton

Mather's Sermon; all materials 8 1/2" x 11"

Total Package: \$ 19.95

### Required or Suggested Time

The developers recommend two 40-minute class periods for the simulation. Additional class periods may be necessary to familiarize students with Puritanism and the Salem witch trials. The coordinator may also wish to have a short debriefing after each of the trials, rather than conducting all three trials and then debriefing. If this is done, an additional class period would be needed.

### Intended User Characteristics

Only a minimal amount of reading is required of students; therefore, slow, average, or advanced readers can participate. Students should have a good background knowledge of Puritan New England. Special student characteristics are required for a number of the roles: the chief magistrate is responsible for maintaining order; the three accused must be "verbal students who can think on their feet"; and the afflicted girls "should be verbal and able to improvise." Due to the sensitive and emotional nature of the trial, the coordinator should be prepared to step in if any class control problems occur.

### Rationale and General Objectives

The developers state that "participation in Witch Trials is valuable not only that we may understand our past history but also because

---

Data Sheet by Frances Haley.

we still have difficulty in dealing with what we perceive to be a threat, and we still assign guilt to others for our own insecurities." Students should be able to (1) analyze how an ominous threat to a community can result in mass fear, irrational behavior, and hysteria; (2) evaluate the effectiveness of the institutions legally available to the citizens of Salem Village; (3) analyze the concepts of law and justice and make distinctions between them; and (4) understand that the happenings of Salem Village in 1692 were not peculiar to those people at that time.

### Content

Witch Trials is based on historical sources which have been modified for classroom use. Two accused witches and a wizard are tried by seven local magistrates and a jury of twelve community members. Students learn about Puritan beliefs and how the Puritan fight against the devil, combined with a belief in witchcraft, lead to the witch trials in Salem Village. In addition to the historical content, students learn the difficulties in achieving a fair trial when there is a presumption of guilt. They also learn how hysteria and irrational behavior can lead to "witch hunts," and that such behavior is not isolated by time or place but can occur anywhere any time.

### Procedures

Students first become familiar with Salem witchcraft and the Puritans. The coordinator may choose to duplicate readings in the manual or to assign readings from the bibliography of background materials. On the first day of play, the coordinator assigns roles to the jurors, Chief Magistrate, magistrates, afflicted girls, the accused, and community observers. After the players are thoroughly familiar with their roles (in some cases the coordinator will have to further discuss their roles, particularly the Chief Magistrate), trials of the three accused are conducted. The Chief Magistrate reads the opening statement and explains how the trial will be conducted. The first case is called, the accused is asked to

plead, and depositions against the accused are read. The six magistrates each question the accused. During the questioning, the afflicted girls observing the trial may become disruptive. If so, the Chief Magistrate must restore order. The jury must then reach a decision; jury members have a role sheet to assist them in weighing the evidence. A representative of the jury reads the verdict, after which the Chief Magistrate pronounces sentence--death if the verdict is guilty and freedom if the verdict is not guilty. The class then moves to the next case and repeats the procedure. When all three cases have been heard, the Chief Magistrate adjourns the trial. A short discussion is held in which the five students assigned as community observers discuss their perception of what has happened. The debriefing, which the developers indicate should take at least 30 minutes, is conducted by the coordinator. As a final activity, students may read "The Devil's Plan," a sermon by Cotton Mather. Discussion questions for this sermon are presented in the coordinator's manual.

### Evaluative Comments and Suggestions

The pre-trial preparation period should probably be longer than suggested in the manual. The trial may include some very emotional scenes, and the teacher should be prepared to handle classroom behavior which might occur as a result of the role play situations. The suggested time schedule will probably be too short if students become deeply involved in individual trials. The debriefing is a particularly important part of this situation, since students may see the role play in a light or humorous way. Careful use of the classroom observer comments is important if the debriefing is to focus on feelings of the persons involved in the trial. The teacher must also make sure the connection is made between the role play and the larger issues of irrational behavior, justice, law, and value questions. Witch Trials was field-tested in ten junior and senior high classrooms in the Los Angeles area during development. Revisions were made prior to publication, based on the results.



## ANALYSES OF TEACHER RESOURCE MATERIALS

130

129

APPROACHES TO POLITICAL/LEGAL EDUCATION:  
AN IMPLEMENTATION GUIDE FOR TEACHERS AND TRAINERS

Developer: John F. Khanlian

Publisher: Institute for Political and Legal Education  
207 Delsea Drive  
RD #4 Box 209  
Sewell, New Jersey 08080

Publication Date: 1978

Materials and Cost: Notebook, 201 loose-  
leaf pages, \$10.00

Grade Level: 7-12

Subject Area: American Government and  
Legal Education

Approaches to Political/Legal Education is a guide for training educators in methods and procedures for implementing the Institute for Political/Legal Education (IPLE) curriculum materials. However, the guidelines and objectives presented are applicable to most secondary, law-focused education programs. There are 12 sections to the guide. The first lists general and specific objectives for units on voter education, government decision making, individual rights, and fair trial versus free press. The next section summarizes the roles of teacher, student, and community members in the IPLE program. The third section explains eight teaching methods--such as case studies, role playing, values clarification, and mock trials--and includes samples of each. Using the community as a classroom is the focus of the fourth section. Various methods are described, and examples are given. The next section provides detailed instructions for a "Model Congress, in which high school students from different schools convene to simulate legislative politics and decision-making." Section VI discusses and illustrates methods of student evaluation. Section VII focuses on public relations. The following three sections deal with teacher-training workshops, examining the whys and hows of awareness presentations, and presenting guidelines for planning, organizing, and implementing one-day or one-week workshops. A variety of samples are included, such as an announcement flyer, a workshop agenda, and a teacher planning form. The last two sections offer tips for writing grants and finding additional information.

## BEST OF THE MINI PAGE, THE

Author: Betty Debnam  
Publisher: Sheed Andrews and McMeel, Inc.  
Subsidiary of Universal Press Syndicate  
6700 Squibb Road  
Mission, Kansas 66202

Publication Date: 1977

Materials and Cost: Paperbound book,  
144 pp., \$6.95

Grade Level: Preschool-6

Subject Area: Interdisciplinary

The Best of the Mini Page is a collection of 35 of the most interesting and useful issues of The Mini Page, a four-page newspaper insert which appears weekly in over 250 newspapers throughout the United States and Canada. It is designed for elementary school children but is useful with less able readers in upper grades as well. The author believes "that children are interested in almost anything that interests adults . . . the difference being the point of view of the language . . . ." The simplicity of the layout is designed to attract children, while at the same time offering qualitative social studies content. The 35 issues in this book each include a feature article, followed by related articles and activities such as puzzles, recipes, jokes and cartoons, songs, spelling mazes, and interesting facts. The feature articles are organized in a September-to-June format and focus on topics such as safety, making friends, nutrition, colonial times, children's rights, elections, holidays, music, energy, the future, citizenship, African art, presidents, bicycles, and jobs for kids. The book measures 10" x 14", and the pages are perforated so they can be removed and duplicated for each member of the class. The various articles and activities may be used in many ways--such as the basis for weekly discussions, to supplement lessons in other subject areas, or for individualized work at a learning station.

BOOKFINDER, THE: A GUIDE TO CHILDREN'S LITERATURE  
ABOUT THE NEEDS AND PROBLEMS OF YOUTH AGED 2-15

Author: Sharon Sprédemann Dreyer

Publisher: American Guidance Service, Inc.  
Publishers' Building  
Circle Pines, Minnesota 55014

Publication Date: 1977

Materials and Cost: Hardbound book,  
649 pp., \$25.00

Grade Level: K-10

Subject Area: Affective Education and  
Interdisciplinary

The Bookfinder contains annotations of 1031 current children's books, a subject index of approximately 450 topics, and author and title indexes. It is written for parents, teachers, librarians, counselors, and other adults "who want to identify books that may help children cope with the challenges of life." The author states "Through well-chosen books, readers may increase their self-knowledge and self-esteem, gain relief from unconscious conflicts, clarify their values and better understand other people. . . . If children who are experiencing difficulties can read about others who have solved similar problems, they may see alternatives for themselves." The subject terms reflect "psychological, behavioral, and developmental topics of concern to children and young adolescents." Among those included are "belonging," "decision making," "death," "friendship," "helping," "justice/injustice," "prejudice," "self-esteem," "values," and "war." The split-page format allows the user to leave the top half open to a particular page in one of the three indexes, while referring to various annotations in the bottom half. Each annotation includes complete bibliographic information, primary and secondary themes, a complete synopsis of the book, a commentary, general reading level, and other forms of the story, such as filmstrips, braille, or talking books. The introduction suggests various ways teachers and other adults might use The Bookfinder. For example, it can be used to locate books for a child with a special problem or to select books for special study units. An added benefit, pointed out in the introduction, is that "children often read beyond their tested reading levels in order to read about people faced with situations or problems similar to their own."

## BUDGET ANTHROPOLOGY: INTEGRATING ANTHROPOLOGY CONCEPTS INTO A SOCIAL STUDIES CURRICULUM

Author: G. Alan Fraker

Publisher: Anthropology Curriculum Project  
University of Georgia  
107 Dudley Hall  
Athens, Georgia 30602

Publication Date: 1978

Materials and Cost: Paperbound book,  
52 pp., \$3.00

Grade Level: 7-12

Subject Area: Anthropology

Budget-Anthropology is a guide for secondary teachers who are interested in having their students do local anthropological research. The introduction states that "most anthropological materials developed for classroom use rely heavily upon the exotic appeal of other cultures," that most are expensive, and that there is a growing national movement towards basic education. These factors do not leave much room for anthropology in the curriculum. The author goes on to state that anthropology is important and need not be exotic or expensive. Its purpose is "to stress the unity and commonality of being human." Budget Anthropology is based on the premise that "Any local community offers a low-cost, controversy-free laboratory for anthropological study." The guide is a collection of student investigations "designed to capitalize on the economy and facility of local anthropology." The investigations are arranged into four sections, each with a unifying concept. These concepts are (1) "Cultural Values and Belief Systems," (2) "Social and Political Organization," (3) "Language and Communication," and (4) "Economic Systems." The activities described can be integrated into any course dealing with these concepts and can be adapted for use with students of varying abilities. One activity in the first section, entitled "Honk, If You Believe," calls for students to station themselves in a busy shopping center or at a busy intersection. They are to note bumper stickers, buttons, and T-shirts and classify them by theme or issue in religion, politics, and other areas of public concern to assess the extent of individual involvement.



## CITIZENSHIP DECISION-MAKING: SKILL ACTIVITIES AND MATERIALS

Authors: Roger LaRaus and Richard C. Remy

Publisher: Addison-Wesley Publishing Company  
2725 Sand Hill Road  
Menlo Park, California 94025

Publication Date: 1978

Materials and Cost: Paperbound book, 242  
perforated 3-hole punched pages, \$9.60

Grade Level: 4-9

Subject Area: Citizenship Education and  
Decision Making

Citizenship Decision-Making is a set of 25 supplementary lessons for upper elementary and junior high teachers. The lessons are arranged into four units. "Decisions and You" is designed to help students become aware of decision making in their environment. "Making Decisions" is designed to help students develop their decision-making skills by practicing making decisions. In "Judging Decisions" students should come to understand how decisions affect them and develop the skill of analyzing decisions. The fourth unit, "Influencing Decisions," is designed to develop student competence in influencing decisions. All of the lessons intend to "build students' skills with citizenship decisions they face as members of many different groups." Each lesson provides teachers with the following information: time required, purpose, objective, materials needed, background information, new vocabulary words, step-by-step teaching instructions, instructional options for expanding or individualizing the lesson, and correlations with major reading texts. Blackline masters of all student materials are provided at the end of each lesson. The lessons have been successfully field-tested with students at different grade levels in inner-city, urban, suburban, and rural schools. Learning by doing is emphasized and students will find themselves involved in activities such as simulations, games, questionnaires, case studies, value analysis, and small and large group activities. Lessons are designed for one to three 30-40 minute periods each. The lessons are self-contained and may be taught individually, in various combinations, or as units lasting from two to three weeks each. The introduction suggests many uses for the lessons; to enrich social studies, to build language arts and reading skills, to strengthen values education curricula and to train inservice and preservice teachers on strategies for decision-making skills.

**ECONOMY SIZE: FROM BARTER TO BUSINESS  
WITH IDEAS, ACTIVITIES, AND POEMS**

**Authors:** Carol Katzman and Joyce King

**Publisher:** Goodyear Publishing Company, Inc.  
1640 Fifth Street  
Santa Monica, California 90401

**Publication Date:** 1978

**Materials and Cost:** Paperbound book,  
153 pp., \$8.95; hardbound, \$11.95

**Grade Level:** 4-6 (7,8)

**Subject Area:** Economics

Economy Size is a book of ideas, activities, and poems for use with upper elementary school children. The authors' goal "is to familiarize children with basic concepts of economics by stimulating their curiosity and presenting material that is creative, exciting, and fun." The book includes four main sections. The first explores the international history of money and describes various types of money from coins to credit cards. A play, "Barter and Money," comprises the second section. It is designed "to reinforce and extend economic concepts through the use of role playing." The third section intends to prepare students to become producers and consumers by tracing the historical development of work. In the fourth section, basic business concepts such as supply and demand are presented. This section also includes a prototype of a restaurant which "serves as a model for the dynamics of an actual retail business." Each section begins with an "Econ Lexicon" which lists the economic terms explored in that section. Throughout the book are numerous activities, interesting facts, quotations, poems, and illustrations. Activities are primarily inquiry-oriented and are based on concrete experiences. For example, one activity suggests the class hold a "swap-meet," trading various items in order to understand the concept of barter. The poems, quotes, and illustrations are designed "to provide motivation and reinforcement for the concepts and activities." Examples of children's responses to specific concepts introduced in the poems are presented in a "Children's Art Gallery" at the end of three of the sections. The book concludes with a "hands on" materials section which consists of tear sheets with activities, poems, and the play script to be duplicated for the entire class.

145

## GREAT LEARNING BOOK, THE

Authors: Ann Rahnasto Bogojavlensky and Donna R. Grossman

Publisher: Addison-Wesley Publishing Company  
2725 Sand Hill Road  
Menlo Park, California 94025

Publication Date: 1977

Materials and Cost: Paperbound book,  
165 pp., \$6.80

Grade Level: 3-12

Subject Area: Interdisciplinary

The Great Learning Book is designed to bring the real world into the classroom. The authors believe "that learning materials are where a teacher or student finds them. Curriculum is limited only by the imagination, interest, and adventurousness of students and teachers." Based on this philosophy, the 113 activities in this book have been used in traditional classrooms, as well as in activity-centered classrooms with learning stations. Intended to be both fun and real, the activities actively involve students in practicing skills such as communicating, classifying, listening, interviewing, reading, asking questions, thinking critically, and writing. Eleven topics are included: "Learning by Hand," "Americana," "Games," "Law-Focused Education," "Life and Death," "Myths and Monsters," "Physical Fitness and Competition," "Popular Literature," "Information Please," "Buyer Be Aware," and "Film Making." Three appendices include tips on setting up learning stations, a list of resource people and places, and a list of publishers and suppliers. A useful topic and skills index concludes the book.

MASTER CURRICULUM GUIDE IN ECONOMICS FOR THE NATION'S SCHOOLS  
PART II. STRATEGIES FOR TEACHING ECONOMICS.  
PRIMARY LEVEL and INTERMEDIATE LEVEL.

Authors: Donald G. Davison, Chairperson, Primary Level Committee  
Marilyn Kourilsky, Chairperson, Intermediate Level Committee

Publisher: Joint Council on Economic Education  
1212 Avenue of the Americas  
New York, New York 10036

Publication Date: Primary, 1977  
Intermediate, 1978

Materials and Cost: 2 paperbound books,  
Primary, 142 pp.; Intermediate, 126 pp.;  
\$5.00 each

Grade Level: Primary, 1-3  
Intermediate, 4-6

Subject Area: Economics

These two volumes have been developed as part of a Master Curriculum Guide published by the Joint Council on Economic Education. Part I of the Guide, designed to be used as a curriculum planning document, presents a conceptual structure of the discipline of economics and "shows how that structure can be used to assist in more effective personal economic decision making." Part I is analyzed in Volume III of the original Data Book. Part II is designed to present practical guidelines for integration of the conceptual framework into the existing 1-12 curricula. These two volumes are intended for primary and intermediate grade teachers. Secondary level materials, soon to be available, will be analyzed at another time.

The developers believe that the purpose of economic education is "to ensure that before leaving school students should have acquired a background in economics which will equip them to make informed and intelligent decisions in the marketplace and in the voting booth." Furthermore, they believe that this requires a "sustained and systematic effort over a number of years and should commence at the beginning of the formal education process."

The primary materials are organized according to six generalizations: (1) economic scarcity: the wants-income gap--households; (2) economic scarcity: the wants-income gap--governments; (3) economic scarcity: the wants-resources gap; (4) family income depends upon the ownership of resources; (5) specialization and division of labor: using scarce resources efficiently; and (6) specialization and division of labor: exchanging goods and services and a money system. Concepts emphasized at the intermediate level are: scarcity, opportunity costs, property and economic systems, demand and supply, competition versus monopoly, money and banking, and inflation and deflation.

All the activities in these volumes have been classroom-tested. Each self-contained lesson is concept-based and specifies the recommended grade level. In addition, the rationale, objectives, materials needed, and procedures are clearly and concisely presented. The lessons

are typically open-ended and stress student participation, making considerable use of simulation and gaming strategies. Other techniques include decision making, brainstorming, and conducting surveys.

## PERSPECTIVES '76

Developers: Bicentennial Educational Resources Program,  
The Regional Center for Educational Training

Editors: Del Goodwin and Dorcas Chaffee

Publisher: The Regional Center for Educational Training  
45 Lyme Road  
Hanover, New Hampshire 03755

Publication Date: 1975

Materials and Cost: Paperbound book,  
389 pp., \$3.65; loose-leaf, \$4.86

Grade Level: K-12

Subject Area: American History and  
Local History

Perspectives '76--a collection of the contributions of "many hundreds" of teachers, librarians, historians, and others--is a resource expressly designed for teachers and students in Vermont and New Hampshire. Nevertheless, teachers from every other state should be able to find many useful ideas and activities to enhance their social studies classes. The book can be used to supplement a unit on New England or one on the American revolution. It is particularly well suited for building or supplementing a course in local or state history, as it can be adapted for use with local history classes in all parts of the country. Designed as a Bicentennial resource, Perspectives '76 focuses on the last 40 years of the 18th century. "Historical Background and Suggested Activities" is a 252 page, generously illustrated section which explores the taming of the wilderness, government in New England, the Revolutionary War, making a living, housing, and everyday life. Numerous documents and activities interspersed among the readings actively involve students in the lessons. For example, an "Arithmetick" lesson, from a text much used in America until 1785, is included in the part focusing on everyday life. The readings in this section are most appropriate for high school students, or as background information for elementary and junior high school teachers. A "How-To-Do-It" section suggests many projects and activities designed to actively involve children of various ages in the learning process and to give them a better understanding of life in the late 1700s. A



selection of old time recipes and instructions for games and for making willow whistles, corn husk dolls, stick horses, spinning tops, candles, brooms, quill pens, quilts, and moccasins are included. A "Projects" section includes a geography resource unit, ideas for finding history in local cemeteries and old buildings, directions for planning and role playing a mock town meeting, and ideas for a spelling bee. The concluding chapters suggest resources for further information. Permission is granted to schools to duplicate any page in the book for their own use, with the exception of two articles. If readings and activities are to be duplicated for use with students, the analyst recommends teachers purchase the volume in loose-leaf format.

### PLANNING A SOCIAL STUDIES PROGRAM: ACTIVITIES, GUIDELINES, RESOURCES

Editors: James E. Davis and Frances Haley  
Publisher: ERIC Clearinghouse for Social Studies/Social Science Education and  
Social Science Education Consortium, Inc.  
855 Broadway  
Boulder, Colorado 80302

Publication Date: 1977

Materials and Cost: Loose-leaf notebook,  
204 pp., \$14.50 (order #224)

Grade Level: K-12

Subject Area: Interdisciplinary and Multi-  
disciplinary Social Studies

This handbook outlines a practical, step-by-step process for implementing social studies curriculum change. Designed for use by curriculum planning groups, the guide contains a model for planning a social studies curriculum based on student-centered objectives. The first chapter introduces the model. This is followed by a short section on assessing the current social studies program. The remaining chapters focus on the various components of the model, including deciding on a rationale, determining the scope of the program, selecting goals and objectives, modifying objectives, choosing content, identifying and selecting curriculum materials, evaluation and testing, installing and maintaining the program, and modifying the program. Each chapter details the steps necessary to implement a particular phase of the model, suggests activities and additional resources, and includes handouts. There are a total of 21 handouts, from one to ten pages each. These include a form for analyzing student materials, guidelines for determining sexism and racism in materials, brainstorming activities, and a ten-page worksheet for rating cognitive, process, and affective objectives written by a nationally-known assessment organization. Appendices consist of sample approaches to content selection, publishers of curriculum materials, and sources of objectives and tests. Bound in a loose-leaf format, individual sections, activities, and handouts can be easily removed and duplicated for use in group planning sessions.

## REACHING TEENAGERS: LEARNING CENTERS FOR THE SECONDARY CLASSROOM

Author: Don M. Beach

Publisher: Goodyear Publishing Company, Inc.  
1640 Fifth Street  
Santa Monica, California 90401

Publication Date: 1977

Materials and Cost: Paperbound book,  
167 pp. \$8.95; hardbound, \$11.95

Grade Level: 7-12

Subject Area: Learning Centers

This book is designed as a guide for secondary teachers who wish to implement classroom learning centers. The learning centers described have been used successfully in public school classrooms; however, the author believes that the key to a successful learning center program, or any other classroom program, is the commitment and dedication of the classroom teacher. The author emphasizes that the units and activities described in the book may need to be modified to fit specific situations. Learning centers can be used for various purposes. They can teach a specific skill, stress the development of the thinking and learning processes, or use topics, techniques, and tools to motivate. It is important that each learning center include activities for students of different ability levels. Reaching Teenagers consists of six chapters. The first chapter discusses the why, where, when, and how of learning centers in secondary classrooms. Chapter 2 provides step-by-step instructions for developing a learning center. Suggestions for introducing learning centers to the class, establishing guidelines, and managing classroom routine and scheduling are offered in Chapter 3. The fourth chapter comprises the major part of the book. It is arranged by subject areas--English and language arts; social studies, history, and government; science and math; art and music; and foreign languages. For each subject area there are generally one to three unit suggestions and three to seven additional center activities. Examples of units in the social studies, history, and government section are "Jackson and the Wild West" and "The War Between the States." Center activities on the Constitution, world cultures and geography, government and economics, and the Declaration of Independence are also included. The activity on government and economics calls for students to assume they are among 50 survivors of a war and establish a government and an economic system for their society. The concluding chapters focus on evaluating learning outcomes and offer further suggestions such as student-made learning centers and individual and group projects.

**SOCIAL STUDIES AND THE ELEMENTARY TEACHER:  
PROMISES AND PRACTICES**

**Editors:** William W. Joyce  
Michigan State University

Frank L. Ryan  
University of California, Riverside

**Publisher:** National Council for the Social Studies  
2030 M Street N.W.  
Suite 400  
Washington, D.C. 20036

**Publication Date:** 1977

**Materials and Cost:** Paperbound book,  
182 pp., \$4.95

**Grade Level:** K-6

**Subject Area:** Interdisciplinary and Multi-  
disciplinary Social Studies

Social Studies and the Elementary Teacher, the 53rd bulletin of the National Council for the Social Studies, is an anthology of 25 articles on elementary education selected from Social Education, 1971-76. The articles are arranged into three categories: Instructional Strategies and Techniques; Instructional Topics, Programs of Study, and Textbooks; and Instructional Environments. "Values Clarification vs. Indoctrination," by Sidney B. Simon; "The Learning Center in the Social Studies Classroom," by James M. Larkin and Jane J. White; "Global Education in Elementary Schools: An Overview," by Charlotte J. Anderson and Lee F. Anderson; and "Implementing the Hidden Curriculum of the Social Studies," by Frank L. Ryan are among the articles included. Selections were based on the following criteria: "1. Does the article speak to current, significant issues in the field of elementary social studies? 2. Does the articles contribute new research knowledge, new approaches to teaching, or new information about curriculum development? 3. Does the article stimulate the reader's intellect and inspire the reader to evaluate and/or apply the information? 4. Does the article communicate effectively? 5. Does the articles contain those enduring qualities that command the attention of today's social studies educator?"

151

## TEACHER CORPS PORTRAITS: FOUR CASE STUDIES

Author: John A. Savage

Publisher: The University of Nebraska at Omaha  
Center for Urban Education  
3805 North Sixteenth Street  
Omaha, Nebraska 68110

Publication Date: 1977

Materials and Cost: Paperbound book,  
110 pp., \$3.00

Grade Level: K-12

Subject Area: Multicultural Education

This book presents four case studies based on actual Teacher Corps projects. The case studies, designed to train Teacher Corps interns, are also useful for teachers or administrators working with students from cultural backgrounds different from their own. Cases can be read for the insights they offer or be used for inservice teacher training. The introductory chapter of the book suggests various techniques for using the case studies to train teachers; for example, role playing, problem-solving, or projection. The first case study, "Distant Drum," described a remote small town on an Indian reservation. "Mid-America" focuses on a large, but remote, rural community whose residents "hold strictly to mid-American values and lifestyles." In the third case study, "Buena Vista," a bilingual approach is demonstrated. This case involves Mexican-American students. The last case study, "Smoke City," is set in an inner-city community whose residents--over 80% black--are actively involved in their children's education. Although some cases focus on elementary and some on secondary school projects, the information presented would be useful to teachers at any grade level. Each case examines the school as an integral part of the community, rather than viewing the classroom in isolation. The importance of understanding the culture of the children and how it relates to their education is emphasized. Nine organizational concepts--defined and indexed in the back of the book--are applied to each case. These are: (1) power, authority, and influence; (2) decision-making; (3) communication; (4) slippage; (5) role set; (6) formal and informal structures; (7) conflict; (8) norms; and (9) motivation. For example, in "Smoke City" the concepts of power, authority, and influence are clearly present. These same concepts, however, are demonstrated by their absence in "Distant Drum." Although each case presents factual information, the names of individuals and places were changed to "ensure confidentiality and privacy for those who supplied data for the studies."

## TEACHER TRAINING PROGRAM: LEADER'S HANDBOOK

Director: Charles N. Quigley  
Publisher: Law in a Free Society  
606 Wilshire Boulevard  
Suite 600  
Santa Monica, California 90401

Publication Date: 1977

Materials and Cost: Paperbound book,  
243 pp., \$10.00

Grade Level: K-12

Subject Area: Legal Education

The teacher training programs described in this Handbook "are designed to provide educators and other interested persons with the knowledge and skills necessary to implement the Law in a Free Society civic education curriculum in grades kindergarten through twelve." Staff development materials to be used with the Handbook include A Casebook, A Curriculum, and Lesson Plans for each of the following concepts: authority, privacy, responsibility, participation, property, diversity, freedom, and justice. The staff development materials, as well as the multimedia instructional units for classroom use, have been analyzed in previous Data Sheets. The Leader's Handbook begins with an introduction to the Law in a Free Society curriculum. Section II describes the teacher training programs, providing information on program initiation, administration, and instruction and offering suggestions concerning participants, course requirements and credit, and evaluation. Section III emphasizes the importance of using community resources, such as bar associations, law enforcement agencies, and PTA's, in teacher training and classroom programs. The fourth and major section of the Handbook consists of outlines for a teacher training course on each of the eight concepts mentioned above. "Due to the extensive scope of the curriculum and the fact that few teachers have had adequate training for its implementation, it is usually necessary to provide 120 course hours of instruction to cover the entire curriculum." Strong and skillful leadership is essential to the quality of the local program. The instructional materials play a major part in assisting leaders meet the stated objectives. The outlines for each session of the teacher training program include: the topic, such as "What are some common benefits and costs of authority?", performance objectives; session overview; required reading; instructional personnel; materials needed; and teaching procedures for a two-hour general session and a one-hour grade level workshop. The Appendix provides guidelines for nine teaching methods suggested for use in the teacher training program, as well as in the classroom. Among these are mock trial, moot court, legislative debate, and town meeting.

## TEACHER'S CHOICE, THE : IDEAS AND ACTIVITIES FOR TEACHING BASIC SKILLS

Authors: Sandra Nina Kaplan, Sheila Kunishima Madsen, and Bette Taylor Gould

Publisher: Goodyear Publishing Company, Inc.  
1640 Fifth Street  
Santa Monica, California 90401

Publication Date: 1978

Materials and Cost: Paperbound book,  
209 pp., \$8.95; hardbound, \$11.95

Grade Level: 1-6

Subject Area: Multidisciplinary and  
Skill Development

"How do you teach the basic skills to 30 unbasic kids? And, how can you make those basics positively unborring?" The Teacher's Choice provides over 200 ideas and activities, 56 reproducible worksheets, 15 skill assessment sheets, and 85 "relevant reinforcers" designed to help teachers teach basic skills to elementary students in an interesting way. The authors "feel that choices regarding the learning needs of students cannot be made without a corresponding reference to the instructional needs of teachers." Therefore, they provide a variety of instructional modes from which teachers can choose. The book is organized into three sections. The first suggests activities for teaching 15 basic skills, including: following directions, basic number facts, word families/rhyming words, parts of speech, main idea/summarizing, observation, seeing relationships, and drawing conclusions. For each skill category there are five or six activities, assessment worksheets, and ideas for learning centers, group work, and independent study. An activity for the skill of observation suggests that students keep "spy notebooks." Activities which integrate skills with the real world are also suggested for each skill. These activities use everyday materials with which children are familiar and often emphasize home and community involvement. Section two, entitled "Relevant Reinforcers," capitalizes on this idea, using readily available, real-world materials as educational tools. Materials such as calendars, maps, and shopping bags are used. In one activity students locate several places on a map and make up bumper stickers to attract visitors to these places. The third section includes reproducible worksheets corresponding to various activities throughout the book.



TEACHING ABOUT ETHNIC HERITAGE.  
ETHNIC HERITAGE SERIES. VOLUME 1.

Authors: Gary R. Smith and George G. Otero

Publisher: Center for Teaching International Relations  
Graduate School of International Studies  
University of Denver  
Denver, Colorado 80208

Publication Date: 1977

Materials and Cost: Paperbound book,  
103 pp., \$5.95

Grade Level: 7-12

Subject Area: Ethnic Studies and  
Family History

Teaching About Ethnic Heritage "is designed to aid students in linking their ethnicity, identity, and heritage," and helps them assess the importance of ethnicity in their own lives and document ethnic diversity in their community. The unit is intended for junior and senior high school students, but many of the activities are adaptable for use with upper elementary students as well. The four sections include: "Ethnicity—Some Dimensions," focusing on defining ethnicity and verifying diversity among the students and in the community; "Roots—Tracing Your Heritage," which suggests specific steps and resources for documenting one's family origins; "My Ethnic Values," consisting of activities that call for clarifying and verbalizing students' values related to ethnicity; and "Documenting Ethnicity and Differences," which applies the study of ethnicity to the students' community and society in general. Five key concepts are used to identify and organize the activities: perception, diversity, ethnicity, heritage, and identity. These are explained in the introduction. In all, there are 18 activities and one reading. Teachers' instructions for each and 20 student handouts, from one to seven pages each, are included. Teaching strategies encourage student participation in the learning process and include collecting data, role playing, discussion, making maps, giving interviews, self-tests, and the use of community resources. The activities emphasize skill development in the following areas: discovery skills--collecting and analyzing data, forming and testing hypotheses, and making decisions; value analysis; and knowledge and recognition. According to the authors, the activities can be used to supplement any course related to ethnicity or history or as a complete, two-week unit on ethnic heritage. The authors strongly suggest the materials be used by students only on a voluntary basis.

## TEACHING OF WORLD HISTORY

Author: Gerald Leinwand  
Publisher: National Council for the Social Studies  
2030 M Street N.W.  
Suite 400  
Washington, D.C. 20036

Publication Date: 1978

Materials and Cost: Paperbound book,  
90 pp., \$5.50

Grade Level: 10-12

Subject Area: World History

Teaching of World History is the 54th bulletin of the National Council for the Social Studies. The foreward to the book quotes Shirley Engle, who wrote in 1965, "The particular contribution of world history lies in the broad view of humanity. . . which it affords." The book is based on the belief that "an understanding of the ways human beings have responded to their environments and of the social, political, and economic arrangements they have created is fundamental to intelligent participation in the global community." The following three principles are assumed: (1) that students must know before they can understand; (2) that questioning is central to the teaching of world history; and (3) that it is as important to decide what to leave out as to decide what to teach. There are nine chapters in the book; all but one are introduced with a classroom scenario. Chapter one, "World History: Today and Tomorrow," attempts a personal assessment of today's world and emphasizes the importance of understanding the relationship between the past and the present in the teaching of world history. The next chapter outlines some of the aims and objectives of teaching world history. The chapter on curriculum patterns discusses sources of dissatisfaction with the world history course of study and suggests a number of ways to organize a world history course. Chapter four, "World History and the Socratic Method," emphasizes the role of questioning, providing examples of good and poor questions and suggestions for asking questions properly and handling answers effectively. The fifth chapter suggests various ways to use primary and secondary sources. In the sixth chapter, skills development is discussed. Ways to teach skills in locating and gathering information, evaluating information, using maps and globes, using time and chronology, and interpreting graphic materials are suggested. The next chapter suggests ways to develop reading, writing, and discussion skills in the world history course. The eighth chapter focuses on the mastery of world history and gives tips for preparing various types of test questions and using test results. The concluding chapter presents an outline for a year's course and suggests a variety of activities.

TEACHING TEACHERS ABOUT LAW: A GUIDE TO  
LAW-RELATED TEACHER EDUCATION PROGRAMS

Editor: Charles A. White, III

Publisher: American Bar Association  
Special Committee on Youth Education  
for Citizenship  
1155 East 60th Street  
Chicago, Illinois 60637

Publication Date: 1976

Materials and Cost: Paperbound book,  
225 pp., \$2.00

Grade Level: K-12

Subject Area: Legal Education

The introduction states that "law-related education seeks to improve the citizenship skills of American youngsters . . . . The intent is not to make students into amateur lawyers, but rather to help prepare them for citizenship by giving them a better understanding of the role of law in our democracy." Teaching Teachers About the Law is a "how to" book, designed to give administrators and staff development personnel an idea of the range of possibilities for law-related teacher education and to suggest means of developing a program to fulfill the needs of their particular communities. The book is organized into five sections. The first focuses on getting started, suggesting methods for determining what various segments of the community think law-related education should include. The next section offers practical tips in areas such as building community support, selecting participants, and selecting and coordinating content. This section is followed by a special section on developing elementary teacher education programs. The fourth section contains eleven articles describing various approaches to law-related teacher education programs. The final article deals with follow-up, suggesting proven ways of providing teachers with continuing help in their classrooms. The book concludes with an annotated list of additional resources.

157

### 303 MINI-LESSONS FOR SOCIAL STUDIES

Author: Mary Ann Williamson

Publisher: Acropolis Books, Ltd.  
2400 17th Street, N.W.  
Washington, D.C. 20009

Publication Date: 1976

Materials and Cost: Paperbound book,  
154 pp., \$6.95; hardbound \$9.95

Grade Level: 4-12

Subject Area: Interdisciplinary Social Studies

The book was written on the assumption that classroom teachers "need all the help they can get in gathering materials that will interest students, enliven a lesson, and teach skills as well as content." The 303 supplementary activities are organized into 25 categories, including the following: ethnic studies, buildings and cities, early man, geography, Indians of America, island community, language, law and justice, myths, pollution, revolution, utopia, values and the nature of conflict, and world of work. Each activity description begins with a skill objective stating what the student is to do in that lesson; for example, "The student will utilize available data," or "Students will try to find similarities among cultural artifacts." Other skills include analyzing, classifying, interpreting, and organizing. The activities are designed to be inexpensive and require little preparation time. Some, however, require the use of outside resources such as 19th century children's books or selections from creation myths. Although many of the activities are geared to a particular grade level, the author includes five examples of how they can be adapted for use with students at all levels, 4-12. Within each section of the book, the activities are arranged from simple to complex; thus, teachers who wish to individualize the activities may do so. Sample activities suggest that students make Kachina dolls; list different types of pollution and discuss how they affect such people as a farmer, a swimmer, a child born in the year 2000 A.D., and themselves; suspend all rules in their classroom for one class period in order to appreciate the need for laws and rules; and research home remedies used by early American pioneers.

**WINNING IDEAS IN THE SOCIAL STUDIES:  
25 CREATIVE LESSONS THAT REALLY WORK**

**Author:** Steven L. Jantzen

**Publisher:** Teachers College Press  
Teachers College, Columbia University  
1234 Amsterdam Avenue  
New York, New York 10027

**Publication Date:** 1977

**Materials and Cost:** Paperbound book,  
72 pp., \$4.25

**Grade Level:** 7-12

**Subject Area:** Multidisciplinary Social Studies

Winning Ideas in the Social Studies is a collection of 25 of the best received teaching ideas presented in Steven Jantzen's former "Experiment Column" in Senior Scholastic. Each activity was used successfully in at least two junior and senior high school classes throughout the United States. The activities are arranged by subject area—United States history, government, economics, world cultures and geography, international relations, social psychology, and sociology—and are cross-referenced in a chart entitled "Gourmets' Guide to a Tasty Social Studies Curriculum," at the front of the book. Activities featured include simulations, photography projects, value analysis, educational games, cartoon analysis, questionnaires, and research projects. Each can be completed in one to two class periods. One game, "Check! A Constitutional Powers Game," lists six gross violations of the Constitution by either the president, Congress, or the Supreme Court. Students work in three groups representing each branch of government and try to "check" the other groups by finding where in the Constitution their violations are prohibited. The author emphasizes that the lessons "should help students relate to the subject being studied, not substituted for the subject." He also points out that not all of the activities will fit into any one area. Teachers are encouraged to use the book as a "recipe book," picking out those activities they think their students would enjoy most, and which they would most enjoy teaching.

ERIC DOCUMENTS\*

\*Ordering information for ERIC documents is on pp. 4-5



**ACTIVITIES FOR TEACHING ABOUT AGING:  
PRIMARY AND INTERMEDIATE GRADES**

ED 156 552

Editor: H. Mason Atwood

Institution: Teachers College, Ball State University,  
Muncie, Indiana

Publication Date: 1975

Materials and Cost: 71 pp. EDRS price: MF-\$0.83  
plus postage; HC-\$3.50 plus postage

Grade Level: K-6

Subject Area: Aging and Multidisciplinary

Over 350 activities for primary and intermediate grade students are suggested for learning about aging and older adults. The activities are designed for use with already existing curricula and are multidisciplinary in nature. They are listed according to the subject area for which they are most appropriate: mathematics, social studies, language arts, science and health, physical education, music, and art. An introductory section identifies the concepts which the activities aim to develop in categories of income, health and mental health, housing and environment, nutrition, retirement, transportation, and education about aging. The two major sections of the guide present activities for primary grades and intermediate grades respectively. A sample math activity at the primary level in the area of nutrition involves students in planning a week of healthful menus for various age groups and calculating the cost of the food. At the intermediate level, a math activity involves students in exploring the concept of reduced income for retired people, its consequences on life style, and things the community can do relative to this problem (such as reduce bus fares). A concluding section for intermediate students presents background information and activities on the treatment of aged people in the Navajo Indian culture.

## BALANCING THE PICTURE: INTEGRATING WOMEN INTO AMERICAN HISTORY

ED 153 940

Developer: Bureau of General Education Curriculum Development,  
New York State Education Department, Albany

Publication Date: 1977

Materials and Cost: 51 pp. EDRS price:  
MF-\$0.83 plus postage; not available in  
hard copy from EDRS.

The intent of this guide is to give students a better perspective on the role of women in United States history. Five broad topics are explored: The American People (immigrants, culture patterns, civil rights); Government and Politics (constitutional theory and practice, New York State government); American Economic life (mercantile and industrial capitalism); American Civilization in Historical Perspective (education, mass media); and The United States in World Affairs (power and commitment). Within each area, the author has taken statements of historical understandings required of students in the state of New York and has suggested discussion topics and resources to substantiate women's involvement. For example, one general understanding students must develop is that "the belief that democratic society is dependent upon the education of its citizens underlies the history of free public education." With respect to this statement, students are asked to compare in what ways women have been educated differently from men in the colonial period; the 19th century, and today. Three references are cited which will give specific information about this issue. It is suggested that teachers use the guide flexibly to meet the varied needs of individual classes.

162

154

**BRINGING ENERGY TO THE PEOPLE: WASHINGTON, D.C. AND GHANA.  
GRADES 6, 7. INTERDISCIPLINARY STUDENT/TEACHER MATERIALS IN  
ENERGY, THE ENVIRONMENT, AND THE ECONOMY**

ED 157 817

Developer: National Science Teachers Association,  
Washington, D.C.

Publication Date: 1978

Materials and Cost: 69 pp. EDRS prices: MF-\$0.83  
plus postage; not available in hard copy from EDRS.  
Available from U.S. Department of Energy, Technical  
Information Office, P.O. Box 69, Oak Ridge,  
Tennessee 37830 (free)

Grade Level: 6-7

Subject Area: Environmental Education/Ecology and  
World Geography

This instructional unit contains four, teacher-developed classroom lessons dealing with energy for use in grades 6 and 7. The overall objective is to provide students with a comparative overview of two basic energy concepts: energy is a basic need in all cultures and energy use affects the way people live. The four lessons are: A Geographical Picture of Two Cities; Tracing the Sources of Electric Power in Ghana and in the Washington, D.C., Area; Two Transportation Systems: How Are They Alike? How Are They Different? and How Is Electricity Used in Two Different Cultures? Students compare Accra, Ghana, with the Washington, D.C., area in terms of climate, geographic location, energy dependence, and services that meet their needs. They also construct climographs; analyze and interpret fact sheets, maps, and bar graphs; answer questions about highway and road maps; and examine case studies. The lessons can easily be integrated into world cultures and physical geography courses; the second lesson can also be taught in science courses. A time allotment varying from one to four class periods for each of the four lessons is suggested. Each lesson contains complete teacher and student materials and background information for the teacher on the lesson topic. Related units include An Energy History of the United States. Grades 8-9 (ED 157 818), Energy in the Global Marketplace. Grades 9, 10, 11 (ED 157 819), and U.S. Energy Policy--Which Direction? Grades 11 and 12 (ED 157 820).

CITIZENSHIP: STUDENT RIGHTS AND RESPONSIBILITIES.  
DECISION-MAKING IN CONTEMPORARY AMERICA. UNIT I

ED 155 079

Authors: Donald P. Vetter et al.  
Institution: Carroll County Public Schools  
Westminster, Maryland  
Publication Date: 1977

Materials and Cost: 120 pp. EDRS price:  
MF-\$0.83 plus postage; not available in  
hard copy from EDRS. Available from:  
Donald P. Vetter, Supervisor of Social Studies,  
Board of Education of Carroll County,  
55 North Court Street, Westminster,  
Maryland 21157 (\$5.00)

Grade Level: 9

Subject Area: Citizenship Education and  
Decision Making

The first part of this document presents an overview of a five-unit social studies course for 9th graders. Included is a brief course description, a suggested time schedule, comments on teaching controversial issues, a rationale, and major goals of the course. The second part contains a unit on citizenship, the first of five units in the course. Objectives are to help students: (1) become more aware of the rights provided for them both as citizens of the school and the United States; (2) realize that although they have certain rights, these are limited in varying degrees and each carries a responsibility; and (3) understand that Constitutional rights also apply to them as students. The unit is organized into five areas: the school and student rights; the country and student rights; the Constitution and its application to students; the Supreme Court and its affect on students; and specific court decisions that have changed the concept of student rights. Each lesson consists of a stated purpose; teaching procedures; teaching variations for high, average, and low ability students; and suggested materials. The lessons are inquiry oriented and are based on student activities. Units II-V are also available from ERIC. These focus on personal decision making, economic decision making, political decision making, and juvenile justice. An appendix suggests supplementary teaching techniques. For these documents see ED 155 080 - ED 155 084.

164

# CONSTRUCTING A COMMUNITY SYSTEM-BASED SOCIAL SCIENCE CURRICULUM

ED 153 884

Authors: John W. Muth and Lawrence Senesh

Institutions: ERIC Clearinghouse for Social Studies/Social Science  
Education, Boulder, Colorado  
Social Science Education Consortium, Inc., Boulder, Colorado

Publication Date: 1977

Materials and Cost: 151 pp. EDRS price: MF-\$0.83 plus postage; HC-\$8.69 plus postage. Also available from: Social Science Education Consortium, Inc., 855 Broadway, Boulder, Colorado 80302 (\$6.00, order SSEC Publication Number 210)

Grade Level: K-12

Subject Area: Community Resources and Interdisciplinary Social Studies

This guide is designed to help social studies teachers develop and implement programs using the community as a social science laboratory. The document describes how to prepare a social profile of the community. Based upon the Colorado System-Based Social Science Project, sponsored by the National Science Foundation, the study aims to increase the options of youth in their home communities and in communities to which they might migrate. The document is presented in three parts. Part I presents background information on the system-based social science curriculum, stresses the need for a strong community-school relationship, and explains how to generate local curriculum guidelines. Part II outlines strategies for use in preparing a community social profile. Information is presented on clarifying the purpose of a community profile, specifying format, putting together a research and writing team, selecting research tools, and determining content. Part III, the bulk of the document, suggests a wide variety of learning activities and objectives related to children's awareness of values, social reality, social problems, systems of time and space, work and leisure, the future, and social science knowledge. The activities, which can be used without prior preparation of a profile, involve the students in analyzing historic documents, defining values, discussing parental and community attitudes, surveying class and community members, presenting oral reports on current issues, writing research reports on selected community problems, working with maps, and participating in the community. The appendix presents an outline of the Community Social Profile.

ECONOMICS CAN BE ELEMENTARY. 30 JUMBO ACTIVITY CARDS FOR  
TEACHING READING/WRITING SKILLS THROUGH ECONOMICS

ED 152 602

Institution: Sandra Schurr Publications  
Bloomfield Hills, Michigan

Publication Date: 1978

Materials and Cost: 32 pp. EDRS price:  
MF-\$0.83 plus postage; not available in hard  
copy from EDRS. Available from Sandra  
Schurr Publications, 2800 North Woodward  
Avenue, Bloomfield Hills, Michigan 48013  
(\$4.95; 10 sets for \$4.50 each)

The activity cards present supplementary ideas and resources related to economic education for use by K-8 classroom teachers in developing and implementing an economic education unit. The main purpose of the cards is to encourage student discovery of basic economic and consumer concepts through activities which stress reading and writing skills. The 28 activities deal with a variety of basic economic concepts, including consumers, producers, goods and services, wants and resources, labor, market economies, budgeting, economic choice, competition, advertising, economists, entrepreneurs, investment, and supply and demand. Each card presents an economic idea and suggests a related activity. Students create bulletin boards and dioramas, discuss ideas related to economic topics, draw charts and graphs, take field trips, define and illustrate economic terms on flash cards, simulate consumer roles, and write product reviews. Since appropriate grade levels are not designated for each activity, teachers will need to decide which activities are appropriate for their students. It is suggested that teachers use the cards with individual students, or duplicate them as worksheets for classroom studybooks.

156

158



## EXPERIENCE-BASED LEARNING: HOW TO MAKE THE COMMUNITY YOUR CLASSROOM

ED 153 916

Authors: Larry McClure et al.

Institution: Northwest Regional Educational Laboratory,  
Portland, Oregon

Publication Date: 1977

Materials and Cost: 250 pp. EDRS price: MF-\$0.83 plus postage; not available in hard copy from EDRS. Available from: Northwest Regional Educational Laboratory, Office of Marketing, 710 S.W. Second Avenue, Portland, Oregon 97204 (\$9.45)

Grade Level: 7-12

Subject Area: Community Resources and Experienced-Based Education

The six chapters in this guide present strategies for combining academic study with out-of-school learning opportunities for junior high and high school students. The authors believe experience-based learning should combine four elements: community involvement, individualized instruction, guidance, and new learning leadership roles for teachers. Chapter 1 defines experience-based learning, its origins, and its potential uses. It usually involves individual students participation in unpaid, on-the-job training at selected locations in the community and can be incorporated into traditional courses, elective courses, occupational exploration classes, or extracurricular activities. Chapter 2 suggests four techniques to help students use community resources: keep a journal, explore community sites, work on individual projects, and acquire survival skills for living in a changing world. Chapter 3 identifies community resources which can help develop skills in areas such as critical thinking, functional citizenship, and scientific investigation. Chapter 4 describes how to plan community project activities. Chapter 5 explains how to locate community sites appropriate to students' interest and to orient resource people for their roles. Program costs, student transportation, scheduling, and other administrative problems are discussed in Chapter 6. Appendices describe 25 exemplary student projects, 76 resource publications, and related resources from the publisher. Related ERIC documents include The Community Resource Person's Guide for Experienced-Based Learning (ED 153 917), Student Record of Community Exploration (ED 153 918), and Student Competencies Guide: Survival Skills for a Changing World (ED 153 919).

## INTERDEPENDENCE CURRICULUM AID

ED 153 923

Developers: World Affairs Council of Philadelphia and  
Philadelphia School District, Pennsylvania

Publication Date: 1977

Materials and Cost: 112 pp. EDRS price:  
MF-\$0.83 plus postage; not available in  
hard copy from EDRS. Available from:  
World Affairs Council of Philadelphia  
John Wanamaker Store, Third Floor Gal  
13th and Market Streets, Philadelphia,  
Pennsylvania 19107 (\$3.00)

Grade Level: 9-12

Subject Area: Global Studies/International  
Affairs

Stressing global interdependence, this guide suggests resources, materials, and activities related to major world problems. Global interdependence is interpreted as connections between and among nations in areas of war and peace, human rights, environmental use, economics, and geophysical dimensions of world problems. Following a discussion of the concept of interdependence and a listing of resources, the document presents eight units related to global concerns: food and nutrition, global economy, human rights, oceans, peace, resource scarcity, science and technology, and international institutions. Each unit includes objectives, background information, discussion questions, a bibliography, resource materials, suggested audiovisual aids, classroom activities, field trip suggestions, and references. Learning activities involve students in educational games, group discussion and role play, reading and writing assignments, and oral reports. For example, students write letters to government agencies in the United States and abroad, survey class and community members on topics related to global development, compile annotated bibliographies on various topics, and arrange class visits by experts on disarmament, poverty, development, and related topics. The units are designed for use as a complete course, mini course, or for integration into existing curriculum.

KINDERGARTEN SOCIAL STUDIES PROGRAM:  
TEACHER'S RESOURCE GUIDE

ED 153 887

Author: Charles L. Mitsakos, Chelmsford Public Schools,  
Massachusetts

Publication Date: 1976

Materials and Cost: 61 pp. EDRS price: MF-\$0.83  
plus postage; HC-\$3.50 plus postage

Grade Level: K

Subject Area: Social Studies Readiness

This guide is designed to assist kindergarten teachers in developing and implementing social studies readiness programs. It identifies instructional objectives, activities, and resources that correlate basic map and locational skills with global awareness objectives. The five units are: "Earth as the Home of People"--the child's immediate physical world; "Our Global Earth"--distinguishing between land forms; "A Home of Varied Resources"--diversity and interdependence; "People Change the Earth"--human changes in the neighborhood and community environment; and "A World of Many People"--readiness for learning about families around the world. Activities involve children in listening to and talking about stories; taking field trips; working with maps, globes, and compasses; analyzing television weather reports; and studying family photographs.

LAW-FOCUSED CURRICULUM GUIDE,  
GRADES 3 THROUGH 12

ED 156 601

Developers: Oklahoma University, Southwest Center for  
Human Relations Studies, Norman, Oklahoma  
Oklahoma Bar Association, Law and Citizenship  
Education Committee  
Oklahoma State Department of Education,  
Curriculum Division, Oklahoma City

Publication Date: 1976

Materials and Cost: 94 pp. EDRS price:  
MF-\$0.83 plus postage; HC-\$4.67  
plus postage

Grade Level: 3-12

Subject Area: Legal Education

Twenty-four model units are presented to help elementary and secondary students learn about the functions and procedures of the criminal justice system and an individual's rights and responsibilities under the law. The first major section contains eight elementary-level units and a bibliography of textbooks and articles upon which some of the units' activities are based. Topics include lawmaking, the roles of police, juvenile law, court procedures, and planning laws for the future. Within each unit are numerous activities with clearly identified objectives. Most of the activities involve students in creative writing, role playing, discussion of personal opinions, and interaction with community lawmakers and law enforcement personnel. The second major section contains 16 secondary-level units and a bibliography. This section focuses on the Constitution and Bill of Rights, individual freedom, consumer law, crime, torts, courts, and the penal system and parole procedures. Each unit contains activities related to specific objectives. For example, in the unit on crime, one activity is designed specifically to help students understand that there are many alternative solutions to the crime problems. Students role play prison directors, police officers, judges, Senate Committee members, citizens favoring victim compensation, and educators. Each group prepares a position statement suggesting social and economic reforms in the area of crime, and then the groups debate.

**MORAL DILEMMAS/VALUE SHEETS: WRITING FOR  
CONTENT-CENTERED SOCIAL STUDIES CLASSROOMS**

ED 152 660

Authors: Robert J. Stahl et al.

Publication Date: 1978

Materials and Cost: 20 pp. EDRS price: MF-\$0.83  
plus postage; not available in hard copy from EDRS

Grade Level: 7-12

Subject Area: Interdisciplinary Social Studies  
and Values Education

The paper focuses on the development of content-centered classroom activities useful for attaining values clarification and/or moral development goals. The objective is to enable teachers to plan and produce their own content-based value sheets and moral dilemmas. The paper illustrates major components of all value/moral activities. Three phases are identified: concept formation, relation of the concept to moral issues, and moral reasoning. The second section identifies five types of issues which can serve as the basis of valuing activities: a neutral issue, a moral issue, a moral issue in conflict with another moral issue, conflict between choices allowed by a moral issue, and a situation in which two or more moral issues are applicable. Procedures for choosing among these types of issues are discussed and five activity formats are described (standard, forced choice, affirmative, rank order, and classification). The third section presents one learning activity for each format. Topics are regulations against importing wildlife, allocation of project funds, noise level control, ecology versus unemployment, and choices for decreasing energy consumption in a school district.

SIDDHARTHA: AN INTRODUCTION TO BUDDHISM  
AND HINDUISM YESTERDAY AND TODAY

ED 156 610

Author: Edward L. Mooney

Institution: Public Education Religion Studies Center  
Wright State University, Dayton, Ohio

Publication Date: 1976

Materials and Cost: 13 pp. EDRS price:  
MF-\$0.83 plus postage; HC-\$1.67 plus  
postage. Also available from: Public  
Education Religion Studies Center,  
Wright State University, Dayton, Ohio  
45431 (\$1.00)

Grade Level: 11,

Subject Area: Religion and World Cultures

This paper presents an outline for a three-week unit in world literature or world cultures for 11th-grade students. The novel Siddhartha is studied in its Hindu and Buddhist religious and cultural setting so that students learn of the historical origins of Hinduism and Buddhism, the beliefs and world views of the adherents, and the religious practices involved in these two faiths. Siddhartha's story is broken into three sections: his goal, the conflicts encountered in reaching his goal, and the resolution of his conflicts. A better understanding of the nature of religion and, specifically, the nature of Buddhism and Hinduism are two of the seven cognitive objectives listed. Greater tolerance of other religions and improved research skills are examples from the seven affective and skill objectives. Fourteen initiatory, developmental, and culminating activities are described including audio-visual presentations, written reports, and special speakers. Suggestions for student evaluation and a unit evaluation questionnaire are given. The document concludes with teacher and student references and suggested audio-visual materials. Other units in the series include: Ancient Egypt (ED 156 607), for grade 4, focusing on religious dimensions in ancient Egyptian culture; Black Tribal African Religion with Some Emphasis on Christianity and Islam in Africa (ED 156 606), for grade 6, focusing on the belief systems and external religious, cultural practices of Black Africans; MacBeth (ED 156 608), for grade 10, focusing on the political, social, and religious problems of the Elizabethan period; and What Are We Black Men Who Are Called French? (ED 156 609), for grades 11 and 12, focusing on French African literature.

172



**SOCIAL UNDERSTANDINGS: ILLUSTRATIVE MODELS K-3**  
**SOCIAL STUDIES EDUCATION: ILLUSTRATIVE MODELS 4-6**

ED 152 654

Developer: Bureau of Learning Systems, West Virginia State  
Department of Education, Charleston, West Virginia

Publication Date: Not available Materials and Cost: 143 pp. EDRS price: MF-\$0.83  
plus postage; HC-\$7.35 plus postage

Grade Level: K-3; 4-6 Subject Area: Interdisciplinary Social Studies

The underlying philosophy of this guide is that there are major social understandings that tie concepts together and that children should investigate and discover those understandings by using methods that embody process, such as observing and classifying. The first part of the guide briefly discusses social studies for the early childhood program; social science concepts and generalizations and application of these to instructional units; inquiry as a teaching strategy; and values clarification approaches, including the approaches of Roth and Kohlberg. The second and major portion of the guide presents 15 organizing themes built around key concepts. These concepts include different life styles, periodization and chronology, culture, socialization, values, global interdependence, and scarcity. Grade level, teacher preparation, and learning activities are outlined for each theme. Students in grades K-3 are involved in class and neighborhood surveys, group discussion, art work, role play, and story telling. Activities for grades 4-6 involve students in selecting settlement sites based upon geographic information, constructing model villages using the materials and technology of a specific primitive culture, and investigating court cases.

**SURVIVAL AND ENRICHMENT OF MAN.  
SOCIAL SCIENCE CURRICULUM GUIDE**

ED 152 629

Developer: Meridian Municipal Separate School District,  
Meridian, Mississippi

Publication Date: 1976

Materials and Cost: 321 pp. EDRS price:  
MF-\$0.83 plus postage; not available  
in hard copy from EDRS.

Grade Level: 7-12

Subject Area: Multidisciplinary Social Studies  
and Values Education

This social studies guide suggests materials, resources, and activities designed to demonstrate how changing value systems affect individuals. The document is presented in 27 chapters. The first five introduce values clarification strategies. Values identified as particularly important in social studies include human dignity, freedom, national security, majority rule, protection of minority rights, patriotism, and intelligent use of resources. Chapter six lists 11 basic economic concepts and relates them to values education by stating that individuals make economic decisions on the basis of personal goals. The other chapters present activities on 7th-grade geography; 8th-grade American history; 9th-grade Mississippi history and government; 10th-grade world culture; 11th-grade American history and economics; and 12th-grade comparative political systems and community business and economics. The final chapter suggests principles by which students and teachers can evaluate the curriculum. Activities stress critical analysis, inquiry techniques, social studies skill development, and concept formation.

174

TEACHING ABOUT DIVERSITY: LATIN AMERICA  
CULTURAL STUDIES SERIES. VOLUME 3

ED 153 925

Authors: Kenneth A. Switzer and Charlotte A. Redden

Institution: Center for Teaching International Relations,  
University of Denver, Colorado

Publication Date: 1978

Materials and Cost: 119 pp. EDRS price: MF-\$0.83  
plus postage; not available in hard copy from EDRS.  
Available from: Materials Distribution, Center for  
Teaching International Relations, University of Denver,  
Denver, Colorado 80210 (\$8.00 plus \$0.75 handling)

Grade Level: 7-12

Subject Area: Global Studies

Teaching About Diversity was designed to assist secondary teachers in developing and implementing units on cultural diversity. The activities stress the impact of diversity globally as well as in Latin America and can be used as models for examining diversity in other geographic areas. The document is presented in four chapters. Chapter I discusses the role of diversity in cultural studies, examines the influence of diversity on global issues, lists objectives, explains the unit format, and provides information on teaching techniques. Chapter II focuses on diversity in the geographic and cultural setting of Latin America. Chapter III examines the relationship of diversity to four global themes—communication, interdependence, conflict, and change. Topics include language barriers, international trade, international relations, and change in urban and rural areas. Activities involve students in class discussion, data analysis, attitude surveys, map and newspaper work, formulation of hypotheses, reading and writing assignments, educational games, role-playing exercises, and completion of 17 handouts assignments. Background information, objectives, grade level, time and materials required, procedures, follow-up, and evaluation are provided for each activity. The final chapter focuses on evaluating student learning.

TEACHING ABOUT U.S. HISTORY: A COMPARATIVE APPROACH  
33 ACTIVITIES. HISTORY SERIES VOLUME 2

ED 153 926

Author: Gary R. Smith, Center for Teaching International Relations,  
University of Denver, Colorado

Publication Date: 1978

Materials and Cost: 170 pp. EDRS price:  
MF-\$0.83 plus postage; not available in  
hard copy from EDRS. Available from:  
Materials Distribution, Center for Teaching  
International Relations, University of  
Denver, Denver, Colorado 80210 (\$6.00  
plus \$0.75 handling).

Grade Level: 7-12

Subject Area: American History

This book contains 33 supplementary activities on U.S. history. Although the activities were written for junior and senior high school students, many are adaptable for use with elementary school students. The activities attempt to develop skills in three areas: (1) discovery skills--collecting, analyzing, and evaluating data; hypothesizing; and decision making; (2) values and value analysis--assessing, examining, verbalizing, and acting on values; and (3) knowledge about U.S. history. Section I contains lessons designed to interest students by linking their personal and family histories to U.S. history in general. Section II covers topics such as puritanism, nationalism, immigration, imperialism, and the American Revolution. Section III develops basic social studies skills such as interpretation of data and map use. Section IV presents the United States as a multicultural society; students look at different life styles and ethnic and cultural groups in the United States. The last section links U.S. and world history with current issues. Issues examined include religion, conflict and power, war, and the future of America among nations of the world. Teaching strategies include discussion, data collection and analysis, interviews, use of community resources, decision-making games, role play, and community surveys. Masters for 45 students handouts are included.

170

## TIPS FOR INFUSING CAREER EDUCATION IN THE CURRICULUM

ED 153 881

Authors: Bob L. Taylor et al.

Institution: Social Science Education Consortium, Inc.,  
Boulder, Colorado

Publication Date: 1977

Materials and Cost: 66 pp. EDRS price: MF-\$0.83  
plus postage; HC-\$3.50 plus postage. Also available  
from: Social Science Education Consortium, Inc., 855  
Broadway, Boulder, Colorado 80302 (\$3.50, order SSEC  
Publication Number 206)

Grade Level: K-12

Subject Area: Career Education and Interdisciplinary  
Social Studies

This publication defines the role of career education in the social studies. The authors state that our society has always been concerned that youth be adequately trained in the crafts and skills that will allow the society to maintain itself. They define career education as an educational process, taking place both in and out of school, by which all persons--regardless of age, race, sex, or economic status--have the opportunities to gain the experience and knowledge necessary to assure them satisfying life roles. The paper begins with a brief history of and rationale for infusing career education into the social studies curriculum. The second chapter describes the infusion process and shows educators how to develop social studies lessons, activities, and units which have career education components infused into the content. The next chapter presents three complete units and nine shorter activities which were developed using the curriculum infusion model. The units and activities demonstrate the infusion model for elementary, middle, and high school curricula. The last chapter presents a rationale and ideas for involving the community in career education programs. Related documents are Career Education Materials Analysis Instrument (ED 153 882) and Career Education Sourcebook (ED 153 883).

TRACING YOUR ROOTS. BADGER HISTORY, VOL. 31, NO. 2, NOVEMBER 1977

ED 155 078

Editor: Howard W. Kanetzke

Institution: Wisconsin State Historical Society,  
Madison, Wisconsin

Publication Date: 1977

Materials and Cost: 49 pp. EDRS price:  
MF-\$0.83 plus postage; not available in  
hard copy from EDRS. Available from:  
The State Historical Society of Wisconsin,  
816 State Street, Madison, Wisconsin  
53706 (\$1.00; 10 copies or more, \$0.75)

Grade Level: 4-5

Subject Area: Family History and  
Local History

Elementary students are introduced to a genealogical approach to state and local history. Although the examples in the booklet pertain to Wisconsin, the format can easily be adapted for use in other locations. A teacher's supplement accompanies the booklet and offers a bibliography, background information, additional activities, and ideas on how to adapt the materials for different grade levels. The document is presented in 16 chapters. Chapter I discusses ancestry and explains how pupils can trace their family histories. Chapter II cites ethnic groups important in Wisconsin's history. Chapters III through VIII focus on genealogy, vocabulary, places to look for genealogical information, interviewing family and community members, and finding meaning in names. Remaining chapters include student essays on the 300-year history of one American family and on a farmhouse that has become a family museum, a genealogical crossword puzzle, a pedigree chart, a family worksheet, and an individual worksheet.



USING QUESTIONS IN SOCIAL STUDIES.  
HOW TO DO IT SERIES.  
SERIES 2, NO. 4

ED 153 941

Author: Catharine Cornbleth  
Institution: National Council for the Social Studies,  
Washington, D.C.

Publication Date: 1977

Materials and Cost: 8 pp. EDRS price: MF-\$0.83  
plus postage; not available in hard copy from EDRS.  
Available from: National Council for the Social  
Studies, 2030 M St., N.W., Suite #00, Washington, D.C.  
20036 (\$1.00)

Grade Level: K-12

Subject Area: Teaching Techniques

In this document, teachers are given suggestions on how to use questioning to help students develop social studies knowledge and skills. Various types of questions to stimulate and develop social studies discussion are introduced and illustrated. Three important phases of discussion are outlined: the initiation phase, which indicates the purpose of the discussion; the development phase, which allows elaboration and comparison of ideas; and the synthesis or concluding phase. Six types of questions are examined: personal belief/experience, memory, comprehension, creative expression, judgment, and follow-up questions. Each of these is related to at least one of the three discussion phases. The importance of developing a questioning strategy is emphasized. Strategies provide a sequence of interrelated questions intended to facilitate attainment of specific learning goals. Two different questioning strategies are presented; one focusing on concept formation and another for exploring values and developing empathy. Social studies discussion guidelines, which emphasize the importance of moderating, pacing, and reacting to student responses, are also presented. The paper concludes with a selected bibliography.

179

171

**YOUR STATE IN THE WORLD.  
EXPERIMENTAL EDITION**

ED 155 069

**Developer:** Social Studies Development Center,  
Bloomington, Indiana

**Publication Date:** 1976

**Materials and Cost:** 167 pp. EDRS price:  
MF-\$0.83 plus postage; not available in  
hard copy from EDRS.

**Grade Level:** 4-12

**Subject Area:** Global Studies and Inter-  
disciplinary Social Studies

The goals of the 30 activities in this booklet are to help students become aware of and understand the increasing interdependence of nations in modern society. Three introductory sections explain how the booklet can be used by department chairpersons and by state education department personnel, as well as by social studies teachers. For example, department chairpersons might use the activities as inservice training units for teachers. Each activity is self-contained, listing objectives, materials needed, and suggested teaching procedures. A range of levels of difficulty and topics are represented. Students are involved in identifying imported household products, ethnic restaurants in their town, local business firms involved in foreign trade, and international links of local civic, religious, and service organizations. In other activities, students interview foreign exchange students and immigrants. Several activities explore international problems such as the unequal production and consumption of coffee, oil, and other products. Most of the activities encourage development of student skills in research, map reading, language arts, and interpreting data. Concluding sections explain how to develop additional activities and list sources of information, materials, and services.

SOCIAL STUDIES MATERIALS PUBLISHED IN 1978

181

173

Title	Publisher	Grade Level	Time Required	Type of Material	Price
<b>AFFECTIVE EDUCATION</b>					
1. Beauty	Interact Company	8-12	Supp.	individual learning project	\$ 5.00
2. Decision Making Skills	Guidance Associates	10-12	Supp.	3 full color filmstrips 3 cassettes/records	\$ 12.50
3. Emotion: A Critical Analysis for Children	The Language Press	3-12	Supp.	student text (paperbound)	\$ 4.95
4. How Do I See Myself?	Sunburst Communications	8-12	Supp.	2 color filmstrips 2 records/cassettes teacher's guide	\$ 59.00
5. Humor: A Critical Analysis for Children	The Language Press	3-12	Supp.	student text (paperbound)	\$ 6.95
6. Love	Interact Company	8-12	Supp.	individual learning project	\$ 5.00
7. Love: The Human Essential	Sunburst Communications	8-12	Supp.	2 color filmstrips 2 records/cassettes teacher's guide	\$ 59.00
8. Time: A Critical Analysis for Children	The Language Press	3-12	Supp.	student text (paperbound)	\$ 4.95
9. Wharton Attitude Survey	Paul S. Amidon & Associates, Inc.	6-10	Supp.	35 copies of survey form coordinator's booklet	\$ 12.50

See also: Guidance/Mental Health, Values Education

Title	Publisher	Grade Level	Time Required	Type of Material	Price
<b>AMERICAN GOVERNMENT/CIVICS/POLITICAL SCIENCE</b>					
10. American Citizenship Filmstrip Program	Scholastic Book Services	7-12	Supp.	4 color, sound filmstrip units w/records or cassettes	\$ 79.50 each
*11. American Society	American Book Company	7-12	Yr.	student text (hardbound) teacher's edition workbook teacher's edition (workbook) tests (duplicating masters)	\$ 13.72 \$ 15.04 \$ 4.32 \$ 5.44 \$ 24.44
12. Associated Press Special Report. The Department of State	Prentice-Hall Media	7-12	Supp.	2 filmstrips 2 records/cassettes program guide	\$ 50.00
13. Associated Press Special Report. The First Amend- ment: Freedom of the Press	Prentice-Hall Media	7-12	Supp.	2 filmstrips 2 records/cassettes program guide	\$ 50.00
14. Associated Press Special Report. Juries	Prentice-Hall Media	7-12	Supp.	2 filmstrips 2 records/cassettes program guide	\$ 50.00
15. Civics	Follet Publishing Company	7-12	Yr.	student text (hardbound) teacher's guide	\$ 9.96 \$ 3.93
16. Communist Party and Soviet Government	Encore Visual Educa- tion, Inc.	7-12	Supp.	color filmstrip, w/cassette teacher's guide	\$ 23.00
17. Congress	Harwell Associates	6-12	Supp.	educational simulation	\$ 22.00
18. The Constitution	Scott, Foresman and Company	7-12	Supp.	student text (paperbound) tests (duplicating masters)	\$ 2.34 \$ 2.41

\*Analyzed on a previous page

	Title	Publisher	Grade Level	Time Required	Type of Material	Price
19.	Crucial Issues in American Government Series: The Future of American Government: What Will It Be? Social Policy: What Is It and How Is It Formed? Participation, Protest, and Apathy: A Question of Involvement?	Allyn and Bacon, Inc.	7-12	Supp.	3 student texts	2.70 each
20.	Democracy	Barron's Educational Series, Inc.	10-12	Supp.	student resource book	\$ 2.80
* 21.	The Idea of Liberty—First Amendment Freedoms	West Publishing Co.	11-12	Quart.	student text (paperbound)	\$ 4.00
22.	The Jury System	Prentice-Hall Media	9-12	Supp.	2 filmstrips 2 cassettes program guide	\$ 52.00
23.	Teacher's American Government (62nd annual edition)	Allyn and Bacon, Inc.	9-12	Yr.	student text (hardbound) teacher's guide workbook (duplicating masters) tests (duplicating masters)	\$ 10.65 \$ 3.00 \$ 28.50 \$ 28.50
24.	Our Living Constitution	National Geographic Society	5-12	Supp.	2 filmstrips 2 cassettes 2 teacher's manuals	\$ 35.00
25.	State and Local Government in Action	Educational Enrichment Materials	7-12	Supp.	6 color filmstrips w/cassettes 12 duplicating masters 2 wall charts teacher's guide	\$ 130.00

\*Analyzed on a previous page



	Title	Publisher	Grade Level	Time Required	Type of Material	Price
26.	Voting--As If Your Life Depended On It	Multi-Media Productions, Inc.	9-12	Supp.	2 filmstrips 1 cassette	\$ 19.95
27.	Who Runs Your Town?	Multi-Media Productions, Inc.	9-12	Supp.	2 filmstrips 1 cassette	\$ 19.95
28.	Youth and the Law I. American Law: Where It Comes From, What It Means	Multi-Media Productions, Inc.	9-12	Supp.	2 filmstrips 1 cassette	\$ 19.95

See also: 65, 67, 84, 113, 188, 196, 221, 326, Legal Education

## AMERICAN HISTORY

29.	Age of Exploration	Educational Insights, Inc.	5-12	Supp.	16 illustrated booklets duplicating masters for each booklet teacher's guide	\$ 20.00
30.	American Adventures (Revised). A Nation Conceived and Dedicated Old Hate--New Hope Coming of Age Yesterday, Today and Tomorrow	Scholastic Book Services	7-12	Yr.	4 student texts (paperbound) 4 teaching guides single volume edition (hardcover) teaching guide 4 duplicating master sets 4 sound filmstrip units complete filmstrip program	\$ 2.95 each \$ 3.50 each \$ 10.85 \$ 6.00 \$ 12.50 each \$ 79.50 each \$ 275.00

	Title	Publisher	Grade Level	Time Required	Type of Material	Price
31.	American Heritage Learning Corp. (accompany Visual Education Corporation cassette programs)	Visual Education Corporation	6-12	Supp.	Immigration wall map teacher's guide	\$ 6.00
32.	American History Filmstrip Series:  The Puritan Experience: Forsaking England  The Puritan Experience: Making a New World  The Witches of Salem: The Horror and the Hope  The Constitution: The Compromise that made a Nation  George Washington and the Whiskey Rebellion: Testing the Constitution  A Slave's Story: Running a Thousand Miles to Freedom  The Masses and the Millionaires: The Homestead Strike  Teddy Roosevelt: The Right Man at the Right Time	Learning Corporation of America	7-12	Supp.	8 filmstrip sets (each set contains 2 filmstrips w/cassettes and teacher's guide)	\$ 49.00 each
33.	American History	Follet Publishing Company	9-12	Yr.	student text (hardbound) teacher's guide (student text available in 4 paper- bound volumes)	\$ 10.98 \$ 3.93

	Title	Publisher	Grade Level	Time Required	Type of Material	Price
34.	American History: A Comprehensive Review of Major Topics	Barron's Educa- tional Series, Inc.	10-12	Supp.	student resource book	\$ 3.96
*35.	America Is	Charles E. Merrill Publishing Company	7-8	Yr.	student text (hardbound) annotated teacher's edition discovery book (workbook) teacher's edition (workbook) evaluation program (duplicating masters) media package	\$ 9.30 \$ 10.20 \$ 3.00 \$ 3.30 \$ 21.00 \$105.00
36.	The American People	Steck-Vaugh Company	7-10	Yr.	2 worktexts	\$ 1.98 each
37.	America's Story	Steck-Vaughn Company	3-8	Yr.	2 special education worktexts	\$ 1.80 each
38.	Behind Enemy Lines: American Spies and Saboteurs in World War II	Julian Messner	8-12	Supp.	student resource book	\$ 7.29
39.	The Building of the Panama Canal: "The Land Divided, The World United"	Multi-Media Pro- ductions, Inc.	9-12	Supp.	3 filmstrips 3 cassettes	\$ 36.00
40.	Celebrate America: A Baker's Dozen of Plays	Julian Messner	3-6	Supp.	student resource book	\$ 7.79
41.	The Civil War: Roots of Conflict	Coronet Instruc- tional Media	7-11	Supp.	filmstrips with cassettes.	\$ 99.00
42.	Conversations with Global Explorers	Coronet Instruc- tional Media	4-8	Supp.	audio cassette program	\$ 65.00

	Title	Publisher	Grade Level	Time Required	Type of Material	Price
43.	The Creek Indians	Julian Messner	3-6	Supp.	student resource book	\$ 7.29
44.	Eyewitness. Vol. 1 and 2	Visual Education Corporation	6-12	Supp.	6 cassettes, listener's guide	\$ 67.00
45.	Famous American Frontiersmen	Society for Visual Education, Inc.	4-8	Supp.	5 sound-color captioned filmstrips w/guide 5 records/cassettes 1 teacher's guide complete set	\$ 10.50 each \$ 8.00 each \$ 85.00
46.	Famous American Presidents	Society for Visual Education, Inc.	4-8	Supp.	5 sound-color captioned filmstrips w/guide 5 records/cassettes teacher's guide complete set	\$ 10.50 each \$ 8.00 each \$ 85.00
47.	Famous Explorers of America	Society for Visual Education, Inc.	4-8	Supp.	5 sound-color captioned filmstrips w/guide 5 records/cassettes teacher's guide complete set	\$ 10.50 each \$ 8.00 each \$ 85.00
48.	Foundation's Edition of American Is (American History through Reconstruction)	Charles E. Merrill Publishing Company	7-8	Sem./Yr.	student text annotated teacher's edition discovery book (workbook) teacher's edition (workbook) evaluation program (duplicating masters)	\$ 7.65 \$ 8.55 \$ 2.55 \$ 3.00 \$ 18.00
49.	Foundations in Social Studies. The Development of American Economic Life	Harcourt Brace Jovanovich, Inc.	9-12	Quart./Sem.	student text (paperbound) teaching guide	\$ 4.95 \$ 1.50

	Title	Publisher	Grade Level	Time Required	Type of Material	Price
50.	From Settlement to City	Julian Messner	3-6	Supp.	student resource book	\$ 6.97
51.	Gold Rush	Interact	5-8	Supp.	educational simulation 35 student handbooks 1 teacher guide	\$ 22.00
52.	Gold To Build A Nation: The United States Before the Civil War	Multi-Media Productions, Inc.	9-12	Supp.	3 filmstrips 3 cassettes	\$ 36.00
53.	Growing Up With America's Cities	Spoken Arts, Inc.	6-10	Supp.	4 filmstrips 4 cassettes teacher's guide w/reading scripts 8 duplicating masters	\$ 89.95
*54.	History of a Free People	Macmillan Publishing Co., Inc.	10-12	Yr.	student text (hardbound) teacher's edition workbook teacher's edition (workbook) tests answer key to tests	\$ 13.75 \$ 14.70 \$ 3.54 \$ 4.29 \$ 2.40 \$ 1.32
55.	A History of Our American Republic	Laidlaw Brothers	9-12	Yr.	student text (hardbound) teacher's manual	\$ 12.75 \$ 1.53
56.	How to Prepare for College Board Achievement Tests: Social Studies, American History	Barron's Educational Series, Inc.	10-12	Supp.	student resource book	\$ 3.96
57.	Industrial Revolution in America	Coronet Instructional Media	7-12	Supp.	filmstrips w/cassettes	\$105.00
58.	The Jimmy Carter Story	Julian Messner	3-6	Supp.	student resource book	\$ 7.29

	Title	Publisher	Grade Level	Time Required	Type of Material	Price
59.	Leaders in Social Reform	Encyclopaedia Britannica Educational Corporation	4-9	Supp.	4 sound filmstrips w/records or cassettes complete set	\$ 17.00 each, \$ 57.95
60.	Living History Library. Hard Trials On My Way	New American Library	11-12	Supp.	student resource book (paperbound)	\$ 1.95
61.	Living History Library. Hooray for Peace, Hurrah for War	New American Library	11-12	Supp.	student resource book (paperbound)	\$ 1.95
62.	Locality	Interact Company	8-12	Supp.	individual learning project	\$ 5.00
63.	Looking Far West	New American Library	9-12	Supp.	student resource book (paperbound)	\$ 2.50
64.	Makers of America: Stamps That Honor Them	Julian Messner	3-6	Supp.	student resource book	\$ 7.29
65.	Marathon: Pursuit of the President 1972-1976	New American Library	11-12	Supp.	student resource book (paperbound)	\$ 2.95
66.	Martin Luther King, Jr.: The Choice to Great	Walt Disney Educational Media Company	4-10	Supp.	sound filmstrip teacher's guide	\$ 27.00
67.	Nixon vs. Nixon	New American Library	10-12	Supp.	student resource book (paperbound)	\$ 2.25
68.	The New America: Writings By Early Observers J. Hector St. John de Crevecoeur Alexander Hamilton	BFA Educational Media	7-12	Supp.	6 sound color filmstrips (cassettes/records) teachers' guide	\$102.00



	Title	Publisher	Grade Level	Time Required	Type of Material	Price
	Benjamin Franklin					
	Alexis De Toqueville					
	Francis Parkman					
69.	Our American Minorities	Globe Book Company, Inc.	8-11	Sem.	student text (paperbound) teaching guide	\$ 4.50 free
*70.	People and Our Country	Holt, Rinehart and Winston, Inc.	10-11	Yr.	student text (hardbound) teacher's guide unit and chapter tests worksheets	\$ 11.40 \$ 5.97 \$ 25.95 \$ 25.95
71.	Race To Promontory Point. The First Transcontinental Railroad: Central Pacific-Eastward	Multi-Media Productions, Inc.	9-12	Supp.	1 filmstrip 1 cassette	\$ 14.95
72.	Race To Promontory Point. The First Transcontinental Railroad: Union Pacific-Westward	Multi-Media Productions, Inc.	9-12	Supp.	1 filmstrip 1 cassette	\$ 14.95
*73.	Reading American History	Scott, Foresman and Company	7-12	Yr.	student text (paperbound) teacher's edition	\$ 2.73 \$ 3.87
74.	The Revolutionary Age of Andrew Jackson	Avon Books	6-12	Supp.	student resource book	\$ 1.50
*75.	The Search for Identity: Modern American History	J.B. Lippincott Company	10-12	Yr.	student text (hardbound) teacher's manual duplicating master tests	\$ 10.98 \$ 1.98 \$ 7.20
76.	Shadow of the Czar: Russian Colonization in North America	Multi-Media Productions, Inc.	9-12	Supp.	1 filmstrip 1 cassette	\$ 14.95 201

	Title	Publisher	Grade Level	Time Required	Type of Material	Price
77.	The Shop on High Street, Toys and Games of Early America	Atheneum Publishers	6-12	Supp.	student resource book	\$ 6.95
78.	Student Activity Maps for American History. Part 1 and Part 2	Educational Master-prints Company	7-12	Supp.	2 sets duplicating masters 2 teacher's guides	\$ 6.50 each
79.	Understanding Historical Research: A Search for Truth	Research Publications	7-12	Sem./Yr.	student text	\$ 7.95
80.	The Unsettling of America: Culture and Agriculture	Avon Books	12	Supp.	student resource book	\$ 4.95
81.	Voices of the 20th Century Learning Kit (to accompany Visual Education Corporation cassette programs)	Visual Education Corporation	6-12	Supp.	teachers guide wall chart 12 photographs	\$ 8.50
82.	Whaling for Glory!	Julian Messner	3-6	Supp.	student resource book	\$ 7.29
*83.	Witch Trials: Crisis In Fear	Greenhaven Press	7-12	Supp.	simulation game	\$ 19.95
84.	With Malice Toward None	New American Library	11-12	Supp.	student resource book (paperbound)	\$ 2.95

\*Analyzed on a previous page

	Title	Publisher	Grade Level	Time Required	Type of Material	Price
85.	World War I--The Home Front  Great Depression and New Deal  World War II--The Home Front	Social Issues Resources Series, Inc.	9-12	Supp.	3 teaching units containing document reproductions, charts, photos, letters, cassette tapes	\$ 25.00 each

See also: 18, 94, 138, 148, 151, 232, 269, 271, 273, 276, 277, 316

#### AMERICAN STUDIES

86.	The Bingo Long Traveling All-Stars & Motor Kings	Spoken Arts, Inc.	7-12	Supp.	4 filmstrips 4 cassettes/records teacher's guide w/reading scripts 8 duplicating masters	\$ 89.95
87.	Black Diamonds: An Oral History of Negro Baseball	Visual Education Corporation	6-12	Supp.	3 cassettes listener's guide	\$ 34.00
88.	The Great American Comedy Scene	Julian Messner	8-12	Supp.	student resource book	\$ 7.79
89.	Great Baseball Stories: Today and Yesterday	Julian Messner	8-12	Supp.	student resource book	\$ 7.79
90.	The Picture Story of Dorothy Hamill	Julian Messner	3-6	Supp.	student resource book	\$ 6.97
91.	Scott Joplin: King of Ragtime	Spoken Arts, Inc.	7-12	Supp.	4 filmstrips 4 cassettes/records teacher's guide w/scripts 8 duplicating masters	\$ 89.95

	Title	Publisher	Grade Level	Time Required	Type of Material	Price
92.	Sports	Interact Company	8-12	Supp.	individual learning project	\$ 5.00
93.	Superstars of the Sports World	Julian Messner	3-6	Supp.	student resource book	\$ 7.29
* 94.	Time Capsule	Interact Company	6-12	Supp.	educational simulations 35 student guides teacher's guide w/pages to reproduce	\$ 14.00

See also: 31, 64, 77, 139, 226

#### ANTHROPOLOGY/ARCHAEOLOGY

95.	Dinosaurs	National Geographic Society	K-4	Supp.	filmstrip cassette 2 teacher's manuals	\$ 18.00
96.	King Tutankhamun: His Tomb and His Treasure	Pathescope Educational Media, Inc.	5-12	Supp.	sound filmstrip kit	\$ 60.00
* 97.	Talking Rocks	Simile II	5-12	Supp.	simulation; complete directions in instructor's manual	\$ 5.00

See also: 252, 328

\*Analyzed on a previous page

207

203

[illegible]

	Title	Publisher	Grade Level	Time Required	Type of Material	Price
102.	The Use and Misuse of Credit: Surviving in a World of Plastic	Multi-Media Productions, Inc.	9-12	Supp.	2 filmstrips 1 cassette	\$ 19.95

See also: 133

### CONTEMPORARY ISSUES

103.	Associated Press Special Report: Gambling	Prentice-Hall Media	7-12	Supp.	2 filmstrips 2 records/cassettes program guide	\$ 50.00
104.	Don't Be A Victim! Protect Yourself and Your Belongings	Julian Messner	3-6	Supp.	student resource book	\$ 6.97
105.	Terrorism	Prentice-Hall Media	9-12	Supp.	2 filmstrips 2 cassettes program guide 8 spirit masters	\$ 52.00
106.	Our Pill Society	Prentice-Hall Media	9-12	Supp.	2 filmstrips 2 cassettes program guide 8 spirit masters	\$ 52.00

See also: 13, 19, 21, 108, 109, 113, 115, 134, 157, 159, 160, 161, 163, 164, 209, 221, 237, 238, 249, 273, 284, 326



	Title	Publisher	Grade Level	Time Required	Type of Material	Price
DEATH/DYING						
107.	Death	Interact Company	8-12	Supp.	individual learning project	\$ 5.00
108.	Death-A Part of Life	Guidance Associates	4-6	Supp.	2 color filmstrips 2 records/cassettes teacher's guide	\$ 52.50
109.	Death: Facing a Loss	Society for Visual Education, Inc.	4-8	Supp.	4 color filmstrips 4 records/cassettes teacher's guide complete set	\$ 11.00 each \$ 7.50 each \$ 70.00

#### ECONOMICS

110.	The American Economic System	Society for Visual Education, Inc.	9-12	Supp.	4 color filmstrips	\$ 17.00 each
	The Free Enterprise System				4 cassettes	\$ 8.00 each
	The Role of Business				teacher's manual with 22 skill extenders	\$ 25.00 each
	The Consumer's Role				complete set	\$ 99.00
	Government's Role					
111.	American Economic System... and Your Part in It, An Illustrated Guide to the	Advertising Council	8-12	Supp.	illustrated picturebook, approximately 20 pp.	TBA
112.	American Economic System, A Teacher's Guide to the	Advertising Council	8-12	Supp.	teacher's guide	TBA

	Title	Publisher	Grade Level	Time Required	Type of Material	Price
113.	Analyzing Government Regulation: Resource Guide	Joint Council on Economic Education	9-12	Supp.	teacher's manual with reproducible student pages	\$ 4.50
114.	Associated Press Special Rerpots: Agribusiness	Prentice-Hall Media	9-12	Supp.	2 filmstrips 2 records/cassettes program guide	\$ 52.00
115.	Associated Press Special Report: Full Employment	Prentice-Hall Media	7-12	Supp.	2 filmstrips 2 records/cassettes program guide	\$ 50.00
116.	The Economics of Soviet Communism	Multi-Media Productions, Inc.	9-12	Supp.	filmstrip cassette	\$ 14.95
117.	Economics: Principles and Practices. Third Edition	Charles E. Merrill Publishing Company	10-12	Yr./Sem.	student text teacher's guide activity workbook teacher's edition (activity workbook) evaluation program (duplicating masters)	\$ 8.70 \$ 2.70 \$ 3.60 TBA TBA
118.	Economics Today and Tomorrow	Harper & Row Publishers, Inc.	9-12	Yr.	text study guide instructor's manual	\$ 10.80 \$ 4.15 each
*119	Economy Size	Goodyear Publishing Company	5-8	Supp.	teacher resource book with reproducible student pages	\$ 8.95
120.	Employment in the American Economic System... and Your Part in It	Advertising Council	8-12	Supp.	16 page booklet	\$ .15

\*Analyzed on a previous page

	Title	Publisher	Grade Level	Time Required	Type of Material	Price
121.	Gold: The Noble Metal	Julian Messner	8-12	Supp.	student resource book	\$ 7.29
122.	Inflation in the American Economic System... and Your Part in It	Advertising Council	8-12	Supp.	16 page booklet	\$ .15
123.	Productivity in the American Economic System... and Your Part in It	Advertising Council	8-12	Supp.	16 page booklet	\$ .15
124.	Resources, Needs & Choices Earth & Its Resources Resources, People & Places Resources & World Trade Resources, Needs & Choices	BFA Educational Media	5-12	Supp.	4 sound color filmstrips (cassette/record) 12 activity masters teacher's guide	\$ 70.00
125.	Test of Economic Literacy	Joint Council on Economic Education	11-12	Supp.	teacher's manual student test booklets Form A, 25 copies Form B, 25 copies nationally normed cognitive tests	\$ 2.75 \$ 6.00 \$ 6.00
126.	Trade Off: The Land Use Planning Game	Joint Council on Economic Education	9-12	Supp.	game for 9-19 players	\$ 25.00

See also: 49, 100, 102, 103, 221, 322

Title	Publisher	Grade Level	Time Required	Type of Material	Price
<b>ENVIRONMENTAL EDUCATION/ECOLOGY</b>					
*127. Changing Land Use: Peachtree Street, Atlanta. A Case Study in Sequential Occupance	Geography Curriculum Project	6-8	Supp.	student text and workbook for 6-week unit	\$ 3.00
*128. Changing Land Use: The Back Lachlan District of Australia. A Case Study of a Semi-Arid Area	Geography Curriculum Project	6-8	Supp.	student text and workbook for 6-week unit	\$ 3.00
*129. Changing Land Use: The Fens of England. A Case Study in Land Reclamation	Geography Curriculum Project	6-8	Supp.	student text and workbook for 6-week unit	\$ 3.00
130. Exploring Environmental Choices... As A Family	Metropolitan Life Insurance Company	7-12	Supp.	6-page folder	free
131. Exploring with Solar Energy	Julian Messner	3-6	Supp.	student resource book	\$ 6.97
132. Extinction: The Game of Ecology	Carolina Biological Supply Company	10-12	Supp.	simulation game: gameboard, rules summary, game parts, manual	\$ 15.95
133. Living With A Limit: Practical Ideas for Energy Conservation	The Center for Humanities, Inc.	9-12	Supp.	2 part sound-slide program	\$139.50

\*Analyzed on a previous page

	Title	Publisher	Grade Level	Time Required	Type of Material	Price
134.	Nuclear Energy	Educational Activities, Inc.	8-12	Supp.	5 color filmstrips, 5 cassettes, guide	\$ 79.00
135.	Solar Energy: Putting Sunshine in Your Life	The Center for Humanities, Inc.	9-12	Supp.	2 part sound-slide program	\$139.50
136.	Streets	Harwell Associates	3-10	Supp.	simulation 2 teacher's guides 30 student books worksheets	\$ 37.00

See also: 189

#### ETHNIC STUDIES

137.	The Black Almanac	Barron's Educational Series, Inc.	9-12	Supp.	student resource book	\$ 4.76
138.	The Black Experience	Educational Insights, Inc.	4-9	Supp.	student or teacher resource, box of over 100 cards	\$ 6.95
139.	Folktales of North American Indians	Q-Ed Productions, Inc.	K-6	Supp.	6 sound filmstrips with cassettes with records teacher's manual	\$ 99.50 \$ 89.50
140.	Squaw Man's Son	Atheneum Publishers	5-9	Supp.	student resource book on the Modoc Indians (fiction)	\$ 6.95
141.	Tales From Our Parents' Lands	Spoken Arts, Inc.	1-6	Supp.	4 filmstrips 4 cassettes teacher's guide with reading scripts 8 duplicating masters	\$ 89.95

200

221

Title	Publisher	Grade Level	Time Required	Type of Material	Price
FAMILY HISTORY					
142. Finding Your Roots	Educational Insights, Inc.	4-12	Supp.	activity book duplicating masters	\$ 1.50 \$ 4.95
See also: 141					
GEOGRAPHY					
143. Educational Research Council of America. Concepts and Inquiry. Geography Skills Program to Accompany...	Allyn & Bacon, Inc.				
Communities at Home and Abroad Series and An Historical Community: Williamsburg, Virginia		2	Supp.	spirit duplicator masters	\$ 18.00
The Making of Our America and The Metropolitan Community		3	Supp.	spirit duplicator masters	\$ 22.50
Agriculture: People and the Land and Industry: People and the Machine		4	Supp.	spirit duplicator masters	\$ 28.00
The Human Adventure Series, Books 1-4		5	Supp.	spirit duplicator masters	\$ 24.00
The Human Adventure Series, Books 5-8		6	Supp.	spirit duplicator masters	\$ 27.00
144. Geo-Cepts Global Regions	Denoyer-Geppert Company	5-8	Supp.	student book teacher guide	TBA TBA



	Title	Publisher	Grade Level	Time Required	Type of Material	Price
145.	The Magic Map	Spoken Arts, Inc.	2-6	Supp.	4 filmstrips 4 cassettes or records teacher's guide with scripts 8 duplicating masters	\$ 89.95
146.	Maps, Globe & Directions  East, West, North & South  What Maps & Globes Show Us  Making & Using Simple Maps  Practice With Different Kinds of Maps	BFA Educational Media	K-6	Supp.	4 color filmstrips (cassettes/records)  20 activity masters  teacher's guide	\$ 70.00
147.	Physical Geography, Revised Metric Edition	The MacMillan Company of Canada, Ltd.	10-11	not available	student text	\$ 8.95
148.	The Prairie Community	Julian Messner	3-6	Supp.	student resource book	\$ 6.97
149.	A Spit is a Piece of Land: Landforms in the U.S.A.	Julian Messner	3-6	Supp.	student resource book	\$ 7.79
150.	This is Our World	Silver Burdett Company	7-8	Yr.	student text teacher's edition duplicating master activity sheets social studies skills book teacher's edition performance test, duplicating master answer sheet sound/color filmstrips individual learning package	\$ 8.97 \$ 12.48 \$ 9.57 \$ 2.34 \$ 1.20 \$ 3.30 \$ 99.00 \$ 99.00

	Title	Publisher	Grade Level	Time Required	Type of Material	Price
151.	United States Basic Skills Maps	Sunburst Communications	6-9	Supp.	15 sets of 15 "see-through" maps 13 self-contained learning activities teacher's guide with answer key 5 different post-tests additional map sets:	\$ 79.00     \$ 3.00 per set
152.	The Western Hemisphere	Allyn & Bacon, Inc.	7-9	Yr.	student text teacher's guide workbook teacher's edition (workbook)	\$ 10.47 \$ 5.55 \$ 3.00 \$ 3.00
153.	World Geography	American Book Company	7-12	Yr.	student text teacher's edition	\$ 14.40 \$ 15.72

See also: 127, 128, 129, 154, 310, World Cultures/World Geography/Area Studies

#### GLOBAL STUDIES/INTERNATIONAL AFFAIRS

154.	Canadian-American Relations	Educational Activities, Inc.	7-9	Supp.	3 cassettes (6 lessons) 12 dittos, guide	\$ 29.95
155.	Deadline Data on World Affairs	DMC, Inc.	8-12	Supp.	digest of the world press 180 files teacher's handbook Weekly highlights DDWA subject index (computerized)	\$250.00  free free free
156.	Global Interdependence and the Multi-national Firm (Headline Series 239)	Foreign Policy Association	11, 12	Supp.	student resource book, 64 pp. paperbound	\$ 1.40

	Title	Publisher	Grade Level	Time Required	Type of Material	Price
157.	Great Decisions '78	Allyn and Bacon, Inc.	9-12	Quart./ Supp.	student text, paperbound teacher's guide	\$ 2.94 \$ 1.08
158.	Human Needs and the Security of Nations (Headline Series 238)	Foreign Policy Association	11, 12	Supp.	student resource book, 64 pp., paperbound	\$ 1.40
159.	Human Rights	Prentice-Hall Media	9-12	Supp.	2 filmstrips 2 cassettes program guide 8 duplicating masters	\$ 52.00
160.	Human Rights & the Holocaust	Educational Activi- ties, Inc.	8-12	Supp.	set includes: 4 copies of book, 2 two-sided cassettes, 6 trans- parencies, guide extra books	\$ 24.95 \$ .89 each
161.	Issue: Both Sides of the Panama Canal	Educational Enrich- ment Materials	7-12	Supp.	color filmstrip with cassette duplicating master teacher's guide	\$ 22.00
162.	Latin America in World Affairs: The Politics of Inequality	Barron's Educational Series, Inc.	10-12	Supp.	student resource book	\$ 2.36
163.	Mairead Corrigan, Betty Williams	Barron's Educational Series, Inc.	20-12	Supp.	student resource book on peace in Northern Ireland (hardbound)	\$ 7.16
164.	Middle East Update	Educational Enrich- ment Materials	7-12	Supp.	color filmstrip with cassette duplicating master teacher's guide	\$ 22.00

See also: 39, 105, 221, 287, 308, World Cultures/World Geography/Area Studies

	Title	Publisher	Grade Level	Time Required	Type of Material	Price
GUIDANCE/MENTAL HEALTH						
165.	After High School???	Cornerstone Library	10-12	Supp.	book with workbook-type exercises	\$ 2.95
166.	Becoming An Adult: Psychological Tasks of Adolescence	Human Relations Media	7-12	Supp.	3 filmstrips 3 cassettes teacher's guide	\$ 90.00
167.	Becoming Responsible	Human Relations Media	7-12	Supp.	2 filmstrips 2 cassettes teacher's guide	\$ 60.00
168.	Good Manners Are Me	Encyclopaedia Britannica Educational Corporation	K-3	Supp.	3 filmstrips (records or cassettes) complete set	\$ 17.00 each \$ 43.50
169.	The Good Marriage: It Doesn't Just Happen	Sunburst Communications	8-12	Supp.	3 color filmstrips 3 records/cassettes teacher's guide	\$ 85.00
170.	High School	Interact Company	8-12	Supp.	individual learning project	\$ 5.00
171.	How to Survive in School: Special Problems in Library Research	The Center for Humanities, Inc.	9-12	Supp.	3 part sound-slide program	\$179.50
172.	Life Choices	T.Y. Crowell	11-12	Supp.	book with activities	\$ 8.95
173.	Life Skills: Filling Out Forms and Following Directions	The Center for Humanities, Inc.	9-12	Supp.	3 part sound-slide program	\$179.50
174.	Overcoming Inferiority	Human Relations Media	7-12	Supp.	2 filmstrips 2 cassettes teacher's guide	\$ 60.00

	Title	Publisher	Grade Level	Time Required	Type of Material	Price
175.	Problem Solving: Using Your Head	Human Relations Media	7-12	Supp.	4 filmstrips 4 cassettes teacher's guide	\$135.00
176.	School Survival Skills: How to Study Effectively	The Center for Humanities, Inc.	8-12	Supp.	6 part sound filmstrip set	\$149.50
177.	Sue, the Blue Kangaroo	Paul S. Amidon & Associates, Inc.	1-5	Supp.	1 filmstrip with cassette; teacher guide; student activity booklet; story booklet; parent brochure; deals with preventing juvenile delinquency (shoplifting, car stealing)	\$ 89.00
178.	Take Charge	The College Game	12	Supp.	1 time management calendar with procedures	\$ 10.00
179.	Teenage Pregnancy and Prevention	Human Relations Media	7-12	Supp.	3 filmstrips 3 cassettes teacher's guide	\$ 90.00
180.	Test-Taking Skills: How to Succeed on Standardized Examinations	The Center for Humanities, Inc.	9-12	Supp.	2 part sound-slide program	\$139.50
181.	Violence in the Family	Human Relations Media	7-12	Supp.	4 filmstrips 4 cassettes teacher's guide	\$135.00
182.	You and the Group	Human Relations Media	7-12	Supp.	2 filmstrips 2 cassettes teacher's guide	\$ 60.00

See also: 108, 109, 207, 208, 213, 274, 275, Values Education, Affective Education

	Title	Publisher	Grade Level	Time Required	Type of Material	Price
LEGAL EDUCATION						
183.	Decisions: Student Casebook on Civil Law Decisions: Student Casebook on Criminal Law	Paul S. Amidon & Associates, Inc.	7-12	Supp.	2 booklets of categorized cases of infractions of the law, with questions; illustrations by famous cartoonists answer book for teachers	\$ 2.75 each
184.	The Family	Anderson Publishing Company	9-12	Supp.	student text teacher's guide	\$ 1.42 \$ .50
185.	Juvenile Justice	Institute for Political/Legal Education	9-12	Quart.	teacher's manual with reproducible student pages	\$ 6.00
186.	Landlord--Tenant	Anderson Publishing Company	9-12	Supp.	student text teacher's guide	\$ 1.42 \$ .50
187.	Law and Crime	Encyclopaedia Britannica Educational Corporation	7-12	Supp.	3 filmstrips w/cassettes 2 audio-cassettes student resource reader teacher's guide	\$ 93.50
188.	Law and Lawmakers	Encyclopaedia Britannica Educational Corporation	7-12	Supp.	3 filmstrips w/cassettes 2 audio-cassettes student resource reader teacher's guide	\$ 93.50
189.	Law and the Environment	Encyclopaedia Britannica Educational Corporation	7-12	Supp.	3 filmstrips w/cassettes audio-cassette student resource reader teacher's guide	\$ 67.00
190.	Law and the Family	Institute for Political/Legal Education	9-12	Quart.	teacher's manual with reproducible student pages	\$ 5.00



	Title	Publisher	Grade Level	Time Required	Type of Material	Price
191.	The Law Dictionary	Anderson Publishing Company	9-12	Supp.	student resource book (paperbound)	\$ 5.00
192.	Law in a Free Society Authority Privacy Responsibility Justice	Law in a Free Society	K-1 2-3 4-5 5-6 7-9 10-12	Curr./ Supp.	For each title at each of 6 grade levels: 4 filmstrips with cassettes 30 student books	\$ 75.00 to \$117.00
193.	The Law, the Supreme Court and the People's Rights	Barron's Educational Series, Inc.	10-12	Supp.	student resource book	\$ 5.56
*194.	Living Law Program Criminal Justice Civil Justice	Scholastic Book Services	8-12	Sem./ Yr.	2 texts (paperbound) 2 teaching guides 2 duplicating master books	\$ 2.95 \$ 3.50 \$ 9.95
*195.	Our Legal Heritage	Silver Burdett Company	9-12	Yr.	student text teacher's manual	\$ 5.97 \$ 3.00
196.	Practical Law	Holt, Rinehart and Winston, Inc.	7-12	Sem.	student text (paperbound) teacher's guide	\$ 3.90 \$ 1.04
197.	Under the Law	Walt Disney Educational Media Company	7-12	Supp.	5 sound filmstrips teacher's guide	\$210.00

See also: 13, 14, 21, 22, 28, 83, 104, 159, 177, 249, 273

\*Analyzed on a previous page

	Title	Publisher	Grade Level	Time Required	Type of Material	Price
<b>PSYCHOLOGY</b>						
198.	Basic Concepts in Psychology	Prentice-Hall Media	9-12	Supp.	4 filmstrips 4 cassettes/records program guide	\$ 99.00
199.	Behavior Modification	Human Relations Media	7-12	Supp.	3 filmstrips 3 cassettes teacher's guide	\$ 90.00
200.	Biofeedback	Multi-Media Productions, Inc.	9-12	Supp.	filmstrip cassette	\$ 14.95
201.	Carl Rogers: Client-Centered Therapy	Multi-Media Productions, Inc.	9-12	Supp.	filmstrip cassette	\$ 14.95
202.	Charting the Unconscious Mind	Human Relations Media	7-12	Supp.	2 filmstrips 2 cassettes teacher's guide	\$ 60.00
203.	Experiencing Psychology	Science Research Associates, Inc.	10-12	Yr.	student text instructor's manual student workbook test bank	\$ 9.95 \$ 2.00 \$ 2.95 \$ 2.45
204.	Exploring the Brain: The Newest Frontier	Human Relations Media	9-12	Supp.	5 filmstrips 5 cassettes teacher's guide	\$150.00
205.	Five Faces	Interact Company	8-12	Supp.	individual learning project	\$ 5.00
206.	Human Drives	Multi-Media Productions, Inc.	9-12	Supp.	filmstrip cassette	\$ 14.95
207.	Meditation: The Art of Self-Awareness	Prentice-Hall Media	9-12	Supp.	2 filmstrips 3 cassettes or 2 records, 1 cassette program guide	\$ 59.00

	Title	Publisher	Grade Level	Time Required	Type of Material	Price
208.	Origins of Mental Illness	Human Relations Media	7-12	Supp.	3 filmstrips 3 cassettes teacher's guide	\$ 90.00
209.	Psychological Conflicts of Contemporary Society	Human Relations Media	7-12	Supp.	3 filmstrips 3 cassettes teacher's guide	\$ 90.00
210.	Psychology: A Personal Perspective	Prentice-Hall Media	9-12	Supp.	4 filmstrips 4 cassettes/records program guide	\$ 99.00
211.	Psychology: The Study of Behavior	Guidance Associates	9-12	Supp.	2 color filmstrips 2 records/cassettes teacher's guide	\$ 52.50
212.	Psychology Today and Tomorrow	Harper & Row Publishers, Inc	9-12	Yr.	student text study guide instructor's manual	\$ 10.80 \$ 4.15 free
213.	Psychosomatic Illnesses	Human Relations Media	7-12	Supp.	3 filmstrips 3 cassettes teacher's guide	\$ 90.00
214.	Right Brain/Left Brain	Interact Company	8-12	Supp.	individual learning project	\$ 5.00
215.	Rolo May vs. B.F. Skinner: Are Humans Free?	Multi-Media Productions, Inc.	9-12	Supp.	filmstrip cassette	\$ 14.95

See also: 4, 7, 83, 166, 248, Guidance/Mental Health

241

243

	Title	Publisher	Grade Level	Time Required	Type of Material	Price
RELIGION						
216.	Ethics of World Religions	Greenhaven Press	9-12	Supp.	student resource book	
					hardbound	\$ 6.95
					paperbound	\$ 2.95
					pamphlets of each of six chapters	\$ .98 each
217.	Religion	Interact Company	8-12	Supp.	individual learning project	\$ 5.00

See also: 207

#### SOCIAL STUDIES--INTERDISCIPLINARY/MULTIDISCIPLINARY

218.	America's Space Shuttle	Julian Messner	3-6	Supp.	student resource book	\$ 7.29
219.	American Book Company Elementary Social Studies Series	American Book Company				
	Self		1	Yr.	student text	\$ 6.76
					teacher's edition	\$ 8.08
	Others		2	Yr.	student text	\$ 7.48
					teacher's edition	\$ 8.80
	Communities		3	Yr.	student text	\$ 8.92
					teacher's edition	\$ 10.24
					workbook	\$ 2.64
					teacher's edition (workbook)	\$ 3.96
					tests (duplicating masters)	\$ 8.00
	Environments		4	Yr.	student text	\$ 9.60
					teacher's edition	\$ 10.92
					workbook	\$ 2.80
					teacher's edition (workbook)	\$ 4.12
					tests (duplicating masters)	\$ 6.00

242

	Title	Publisher	Grade Level	Time Required	Type of Material	Price
	Americans		5	Yr.	student text	\$ 10.48
					teacher's edition	\$ 11.80
					workbook	\$ 3.00
					teacher's edition (workbook)	\$ 4.32
					tests (duplicating masters)	\$ 8.00
	Cultures		6	Yr.	student text	\$ 11.16
					teacher's edition	\$ 12.48
					workbook	\$ 3.00
					teacher's edition (workbook)	\$ 4.32
					tests (duplicating masters)	\$ 10.00
*220.	The Best of the Mini Page	Mini Page Pub- lishing Company	1-6	Yr.	student or teacher resource book, paperbound	\$ 6.95
221.	Citizenship Series A Watch on Govern- ment A Watch on Economics A Watch on World Affairs	Social Issues Re- sources Series, Inc.	9-12	Sem./ Yr.	3 student texts 3 loose-leaf binders with 30 supplemental articles; 30 additional articles added spring semester study guide	\$ 4.95 each  \$ 25.00 each
222.	Claim	Interact Company	8-12	Supp.	individual learning project	\$ 5.00
223.	Creative Holidays	Educational In- sights, Inc.	K-6	Supp.	student or teacher resource, box of over 100 cards	\$ 6.95
224.	Databank 1978, Level Kindergarten	Holt, Rinehart and Winston, Inc.	K	Yr.	Databank of 3 Modules teacher's guide	\$261.99 \$ 6.72
*225.	The Earthpeople Book: People, Places, Pleasures and Other Delights	Goodyear Pub- lishing Company	5-8	Supp.	student or teacher resource book	\$ 8.95

\*Analyzed on a previous page

	Title	Publisher	Grade Level	Time Required	Type of Material	Price
226.	Eggplants, Elevators, Etc. An Uncommon History of Common Things	Hart Publishing Company	8-12	Supp.	student resource book	\$ 6.95
227.	Holidays We Celebrate Autumn Holidays Winter Holidays Spring Holidays Summer Holidays	BFA Educational Media	K-6	Supp.	4 color filmstrips with cassettes or records 20 activity cards 4 teacher's guides with activity masters	\$ 70.00
228.	Macmillan Social Studies	Macmillan Publishing Company, Inc.			texts:	
	School Friends		1	Yr.	8 student texts	
	Places Near and Far		2	Yr.	8 teachers editions (guides for 1 & 2)	\$ 4.62
	America Today and Yesterday		3	Yr.	6 workbooks (grades 3-7)	\$ 4.89
	Our Country and Other Lands		4	Yr.	6 unit test masters (grades 3-7)	\$ 6.68
	The United States and Other Americas		5	Yr.		\$ 7.44
	The Old World		6	Yr.		\$ 7.86
	American Neighbors		6,7	Yr.		\$ 8.49
	World Neighbors		7	Yr.		\$ 8.61
*229.	McGraw-Hill Social Studies	McGraw-Hill Book Company				\$ 8.79
	Looking At Me		K	Yr.	teacher's edition picture pak duplicating masters feelings record chart	\$ 5.96 \$ 69.72 \$ 24.00 \$ 4.00
	Discovering Others		1	Yr.	student text picture pak teacher's edition	\$ 4.98 \$ 70.20 \$ 9.75

\*Analyzed on a previous page



Title		Publisher	Grade Level	Time Required	Type of Material	Price
Learning About Others			2	Yr.	student text	\$ 5.49
					teacher's edition	\$ 10.20
					actionbook	\$ .99
					teacher's edition (actionbook)	\$ 1.32
					posters	\$ 15.00
					tests	\$ 24.00
Exploring Communities			3	Yr.	student text	\$ 6.42
					teacher's edition	\$ 10.50
					actionbook	\$ 1.44
					teacher's edition (actionbook)	\$ 1.92
					posters	\$ 15.00
					tests	\$ 30.00
Studying Cultures			4	Yr.	student text	\$ 7.38
					teacher's edition	\$ 10.50
					actionbook	\$ 1.98
					teacher's edition (actionbook)	\$ 2.64
					posters	\$ 15.00
					tests	\$ 36.00
Understanding the United States			5	Yr.	student text	\$ 7.98
					teacher's edition	\$ 11.01
					actionbook	\$ 1.98
					teacher's edition (actionbook)	\$ 2.64
					posters	\$ 15.00
					tests	\$ 36.00
Investigating Societies			6	Yr.	student text	\$ 8.58
					teacher's edition	\$ 12.00
					actionbook	\$ 1.98
					teacher's edition (actionbook)	\$ 2.64
					posters	\$ 15.00
					tests	\$ 36.00
230.	Mirror, Mirror	Interact Company	8-12	Supp.	individual learning project	\$ 5.00
231.	Mobility	Interact Company	8-12	Supp.	individual learning project	\$ 5.00

	Title	Publisher	Grade Level	Time Required	Type of Material	Price
232.	People in a World of Change Series	Benefic Press				
	You--Family and School		1	Yr.	student text teacher's edition	\$ 5.10 \$ 6.30
	You--People and Places		2	Yr.	student text teacher's edition	\$ 5.55 \$ 6.75
	You--Communities and Change		3	Yr.	student text teacher's edition tests (duplicating masters) skills activities (duplicating masters)	\$ 6.00 \$ 7.20 \$ 4.65 \$ 7.05
	You--Earth and Regions		4	Yr.	student text teacher's edition tests (duplicating masters) skill activities (duplicating masters)	\$ 6.90 \$ 8.10 \$ 7.35 \$ 9.60
	You--United States and Americas		5	Yr.	student text teacher's edition tests (duplicating masters) skill activities (duplicating masters)	\$ 7.50 \$ 8.70 \$ 7.80 \$ 11.10
	You--World and Cultures		6	Yr.	student text teacher's edition tests (duplicating masters) skill activities (duplicating masters)	\$ 7.80 \$ 9.00 \$ 7.05 \$ 7.35
233.	People Serving Your Community	National Geographic Society	K-4	Supp.	4 filmstrips 4 cassettes/records 2 teacher's manuals	\$ 62.50
234.	Persuasion	Interact Company	8-12	Supp.	individual learning project	\$ 5.00

	Title	Publisher	Grade Level	Time Required	Type of Material	Price
235.	Rand McNally Social Studies Program	Rand McNally & Company			7 students texts 7 teacher editions 7 sets duplicating masters	TBA
	You and Me		1	Yr.		
	Her We Are		2	Yr.		
	Our Land		3	Yr.		
	Where on Earth		4	Yr.		
	Across America		5	Yr.		
	World Now and Then (World History)		6	Yr.		
	World Views (World Geography)		6, 7	Yr.		
*236.	Scott, Foresman Social Studies	Scott, Foresman and Company	K-7	Curr.	Materials for K-7 social studies curriculum. See Data Sheet	
*237.	SIRS Digest	Social Issues Resources Series, Inc.	6-12		(5 topics available) loose-leaf, 3-ring binders; 40 articles per volume study guide	\$ 25.00 each free
*238.	Social Issues Resources Series	Social Issues Resources Series, Inc.	7-12	Supp.	(24 topics available) loose-leaf, 3-ring binders; 60-100 reprint articles per volume Updated annual supplements Study Guide	\$ 30.00 to \$ 50.00 each \$ 10.00 free

\*Analyzed on a previous page

	Title	Publisher	Grade Level	Time Required	Type of Material	Price
239.	Social Studies Skills Program	Scholastic Book Services	7-12	Supp.	bound duplicating masters and transparencies; teaching guide included	\$ 11.95 each
	World Maps, Level A and B					
	U.S. Maps, Level A and B					
	Charts, Level A and B					
	Graphs, Level A and B					
	Critical Thinking, Level A					
	Reference and Research Level A and B					
240.	Strange & Familiar Series	Porpoise Press			2 workbooks 1-4 copies	\$ 6.75 each
					5 or more copies	\$ 3.75 each
	Book III-Elementary		2-4	Sem.		
	Book IV-Middle grades		5-9	Sem.		
241.	Survival Signs	Ideal School Supply Company		Supp.	40 posters printed on both sides featuring vital signs and words found in home, school, public buildings, highways teacher's guide	\$ 7.95
242.	Television	Interact Company	8-12	Supp.	individual learning project	\$ 5.00
243.	Tiegs-Adams: Our Land and Heritage Series	Ginn and Company				
	Our School		1	Yr.	student text teacher's edition	\$ 5.00 \$ 6.15

Title		Publisher	Grade Level	Time Required	Type of Material	Price
Our Neighborhoods			2	Yr.	student text	\$ 5.50
					teacher's edition	\$ 6.50
Our Communities			3	Yr.	student text	\$ 5.95
					teacher's edition	\$ 7.70
					workbook	\$ 2.05
					teacher's edition (workbook)	\$ 2.05
					tests (duplicating masters)	\$ 7.20
Our People			4	Yr.	student text	\$ 6.95
					teacher's edition	\$ 8.50
					workbook	\$ 2.05
					teacher edition (workbook)	\$ 2.05
					tests (duplicating masters)	\$ 10.80
Our Country			5	Yr.	student text	\$ 7.95
					teacher's edition	\$ 9.45
					workbook	\$ 2.05
					teacher's edition (workbook)	\$ 2.05
					tests (duplicating masters)	\$ 14.40
Our World			6	Yr.	student text	\$ 7.95
					teacher's edition	\$ 9.50
					workbook	\$ 2.05
					teacher's edition (workbook)	\$ 2.05
					tests (duplicating masters)	\$ 14.40
244.	TV News: Information or Entertainment?	The Center for Humanities, Inc.	9-12	Supp.	2 part sound-slide program	\$139.50
245.	Understanding the Social Sciences Program	Laidlaw Brothers				
	Understanding Regions of the Earth		4	Yr.	student text	\$ 7.32
					teacher's edition	\$ 9.09
	Understanding Our Country		5	Yr.	student text	\$ 9.60
					teacher's edition	\$ 12.30
	Understanding the World		6	Yr.	student text	\$ 10.26
					teacher's edition	\$ 13.05

	Title	Publisher	Grade Level	Time Required	Type of Material	Price
246.	Why Do We Have To Take Social Studies?	Multi-Media Productions, Inc.	9-12	Supp.	2 filmstrips cassette	\$ 19.95
*247.	World Eagle	World Eagle, Inc.	7-12	Supp.	monthly publication; 10 issues a year sample copy	\$ 14.00 \$ 1.00
SOCIOLOGY						
248.	Associated Press Special Report: School Dropouts	Prentice-Hall Media	7-12	Supp.	2 filmstrips 2 records/cassettes	\$ 50.00
249.	Child Abuse: America's Hidden Epidemic	Multi-Media Productions, Inc.	9-12	Supp.	2 filmstrips cassette	\$ 19.95
250.	Children of Alcoholic Parents	Multi-Media Productions, Inc.	9-12	Supp.	2 filmstrips cassette	\$ 19.95
251.	Inquiries in Sociology	Allyn & Bacon, Inc.	10-12	Sem.	student text teacher's guide (includes handouts and 2 recordings)	\$ 9.66 \$ 8.61
252.	Introduction to Sociology and Anthropology	Prentice-Hall Media	9-12	Supp.	22 filmstrips 21 cassettes or records 6 program guides 12 spirit masters	\$465.00
253.	Marriage	Interact Company	8-12	Supp.	individual learning project	\$ 5.00
254.	Marriage and Families	Julian Messner	8-12	Supp.	student resource book	\$ 7.79
255.	Sociology: People in Groups	Science Research Associates, Inc.	9-12	Yr.	student text (hardbound) instructor's manual student activity book	\$ 8.75 \$ 1.85 \$ 2.45

\*Analyzed on a previous page



	Title	Publisher	Grade Level	Time Required	Type of Material	Price
*256.	Sociology: Understanding Society	Prentice-Hall, Inc.	9-12	Yr./Sem.	student text (hardbound) teacher's guide	\$ 9.48 \$ 3.51

See also: 59, 83, 106, 115, 181, 182, 184, 246, 261, 285, Death/Dying, Women's Studies/Men's Studies

#### STATE HISTORY/STATE STUDIES

257.	Texas and Texans, Revised	Steck-Vaughn Company	7	Yr.	student text teacher's edition	\$ 10.56 \$ 10.56
258.	Texas: Exercises, Activities, Inquiries, Revised	Steck-Vaughn Company	7	Yr.	workbook teacher's edition (workbook)	\$ 1.80 \$ 1.80
259.	Texas: Tests and Maps	Steck-Vaughn Company	7	Supp.	duplicating masters book	\$ 7.20
260.	Texas: Your State's History	Steck-Vaughn Company	3-7	Yr.	worktext teacher's edition (worktext)	\$ 1.74 \$ 1.74

#### URBAN STUDIES

*261.	Urban Communities	Charles E. Merrill Publishing Company	9-12	Yr./Sem./Quart.	student text (hardbound) or 4 modules (paperbound) teacher's guide evaluation program media package	\$ 7.95 \$ 2.25 each \$ 3.30 \$ 21.00 \$ 75.00
-------	-------------------	---------------------------------------	------	-----------------	---	--

See also: 50, 53

analyzed on a previous page

Title	Publisher	Grade Level	Time Required	Type of Material	Price
VALUES EDUCATION					
262. Ethics for Children	The Language Press	3-12	Supp.	student resource book (paperbound)	\$ 4.95
263. Good and Bad Are Funny Things: A Rhyming Book: Ethics for Children	The Language Press	3-12	Supp.	student resource book (paperbound)	\$ 4.95
264. Values	Educational Insights, Inc.	4-12	Supp.	duplicating masters for examining and clarifying thought processes	\$ 4.95
265. Values Clarification. Revised Edition	Hart Publishing Company	8-12	Supp.	handbook of strategies for teachers and students	\$ 6.95
266. Winnie the Witch; Stories about Values	Society for Visual Education, Inc.	K-3	Supp.	4 color filmstrips	\$ 10.50 each
				4 records/cassettes	\$ 8.00 each
				1 guide complete set	\$ 69.00
267. You Decide: Making Moral Decisions	Sunburst Communications	8-12	Supp.	3 color filmstrips 2 records/cassettes teacher's guide	\$ 85.00

See also: 94, 108, 109, 240, 262, 263, Affective Education, Guidance/Mental Health

Title	Publisher	Grade Level	Time Required	Type of Material	Price
<b>WOMEN'S STUDIES/MEN'S STUDIES</b>					
268. Access	Simile II	12	Supp.	simulation game, complete in instructor's manual	\$ 5.00
269. Black Foremothers: Three Lives	The Feminist Press/McGraw Hill	9-12	Supp.	student anthology (paperbound)	\$ 5.00
270. The Case of Women	Paul S. Amidon & Associates, Inc.	7-12	Supp.	5 tapes, brief syllabus with questions, suggested reading list	\$ 36.00
271. Notable Women of the U.S.	National Geographic Society	5-12	Supp.	2 filmstrips 2 cassettes 2 teacher's manuals	\$ 35.00
272. Out of the Bleachers: Writings on Women and Sport	The Feminist Press/McGraw Hill	9-12	Supp.	student anthology (paperbound)	\$ 5.00
273. Rights and Wrongs: Women's Struggle for Legal Equity	The Feminist Press/McGraw Hill	9-12	Supp.	student resource book (paper bound)	\$ 3.25
*274. Sally Garcia and Family	Education Development Center, Inc.	10-12	Supp.	film / purchase rental resource book	\$425.00 \$ 30.00 \$ 5.00
275. Starting a Healthy Family	Education Development Center, Inc.	9-12	Supp.	3 student booklets (12 copies each) teacher's guide parent seminars leader's guide 4 posters 10 audio-tapes filmstrip/cassette	\$100.00

\*Analyzed on a previous page

	Title	Publisher	Grade Level	Time Required	Type of Material	Price
*276.	We, the American Women. A Documentary History	Science Research Associates Inc.	9-12	Sem./Yr.	student text (paperbound) (hardbound) teacher's guide student activity book	\$ 6.45 \$ 11.65 \$ 1.50 \$ 1.90
277.	Women in America	Rand McNally & Co.	7-12	Supp.	student text	\$ 3.84
278.	Women Working: An Anthology of Stories and Poems	The Feminist Press/McGraw Hill	9-12	Supp.	student anthology (paperbound)	\$ 5.50

See also: 254, 273, 336

#### WORLD CULTURES/WORLD GEOGRAPHY/AREA STUDIES

279.	Africa	Educational Design, Inc.	7-12	Supp.	4 filmstrips 2 cassettes teacher's manual	\$ 79.00
280.	Africa: Learning About the Continent	Society for Visual Education, Inc.	4-8	Supp.	4 color filmstrips 4 records/cassettes teacher's guide with reading scripts complete set	\$ 11.00 each \$ 7.50 each \$ 70.00
281.	The Africa Sketches	Interculture Associates	7-12	Supp.	9 biographical sketches, 64 pp. each paperbound complete set	\$ 1.95 each \$ 15.00

\*Analyzed on a previous page

	Title	Publisher	Grade Level	Time Required	Type of Material	Price
282.	African Society: Ways of Life	Society for Visual Education, Inc.	4-8	Supp.	4 color filmstrips 4 records/cassettes teacher's guide with reading scripts complete set	\$ 11.00 each \$ 7.50 each \$ 70.00
283.	The Afro-Asian World: A Cultural Understanding	Allyn & Bacon, Inc.	7-12	Yr.	student text teacher's guide workbook (duplicating masters) tests (duplicating masters)	\$ 10.77 \$ 2.25 \$ 28.50 \$ 13.50
284.	China After Mao	Educational En- richment Materials	7-12	Supp.	color filmstrip w/cassette duplicating masters teacher's guide	\$ 22.00
285.	Chinese Childhood: A Miscellany of Mythology, Folklore, Fact and Fable	Barron's Educa- tional Series, Inc.	7-12	Supp.	student or teacher resource book	\$ 8.76
286.	Countdown Canada: A Conceptual Geo- graphy Study	The MacMillan Company of Canada, Ltd.	9-11	not available	student text teacher's guide	\$ 9.95 TBA
287.	Cross-Cultural Study Prints (2nd rev. ed.)	Interculture Associates	6-12	Supp.	30 study prints for learning about perceptions and misperceptions of other cultures	\$ 12.50
288.	European Cities: Rome, Madrid, Stockholm, Vienna	Encyclopaedia Bri- tannica Educa- tional Corporation	4-9	Supp.	4 sound filmstrips (records/cassettes) complete set	\$ 17.00 each \$ 57.95

	Title	Publisher	Grade Level	Time Required	Type of Material	Price
289.	European Mythology Series Greek Mythology Roman Mythology Norse Mythology Celtic Mythology	BFA Educational Media	5-12	Supp.	4 color filmstrips (cassettes/records) 8 activity masters teacher's guide	TBA
290.	Europe: Diverse Continent	Encyclopaedia Britannica Education Corporation	7-12	Supp.	6 sound filmstrips (records/cassettes) complete set	\$ 17.00 each \$ 57.95
291.	Four Families of the Middle East Cairo Merchant Family Nile Farming Family Teheran City Family Desert Nomad Family	BFA Educational Media	5-12	Supp.	4 color filmstrips (cassettes/records) 6 activity masters teacher's guide	TBA
292.	Harambee, Kenya!	Interculture Associates	7-12	Supp.	4 color filmstrips w/cassettes guide deals with Kenya's landscape, cultures, and peoples	\$ 90.00
293.	The Indian Sub-continent	Educational Design, Inc.	7-12	Supp.	4 filmstrips 2 cassettes teacher's manual	\$ 79.00
294.	Latin America	Educational Design, Inc.	7-12	Supp.	4 filmstrips 2 cassettes teacher's manual	\$ 79.00



	Title	Publisher	Grade Level	Time Required	Type of Material	Price
295.	Leningrad: A Center of Soviet Culture	Encore Visual Education, Inc.	7-12	Supp.	color filmstrip w/cassette teacher's guide	\$ 23.00
296.	Mao and the Perpetual Revolution	Barron's Educational Series, Inc.	10-12	Supp.	student resource book	\$ 7.96
297.	Myths of Greece and Rome	Society for Visual Education, Inc.	3-6	Supp.	4 captioned filmstrips	\$11.90 each
					4 records/cassettes	\$ 7.50 each
					teacher's guide complete set	\$ 70.00
298.	Nigeria and the Ivory Coast: Entering the 21st Century	Multi-Media Productions, Inc.	9-12	Supp.	2 filmstrips cassette	\$ 19.95
299.	Northern Europe: Scandinavia	Encyclopaedia Britannica Educational Corporation	7-12	Supp.	4 sound filmstrips (records/cassettes) complete set	\$ 17.00 each \$ 57.95
300.	Our World: The People's Republic of China (Revised)	Julian Messner	3-6	Supp.	student resource book	\$ 7.29
*301.	Peoples and Cultures Series	McDougal, Littell & Company	9-12	Supp.	4 student texts	\$ 5.04 each
	India				4 teacher's manuals	\$ 1.29 each
	Latin America					
	Mediterranean Rim					
	Southeast Asia					

\*Analyzed on a previous page

	Title	Publisher	Grade Level	Time Required	Type of Material	Price
302.	The People of New China	Julian Messner	3-6	Supp.	student resource book	\$ 7.79
303.	Southern Europe: Mediterranean Lands	Encyclopaedia Britannica Educational Corporation	7-12	Supp.	4 sound filmstrips (records/cassettes) complete set	\$ 17.00 each \$ 57.95
304.	Soviet Central Asia	Encore Visual Education, Inc.	7-12	Supp.	color filmstrip w/cassette teacher's guide	\$ 23.00
305.	Soviet Transcaucasia	Encore Visual Education, Inc.	7-12	Supp.	color filmstrip w/cassette teacher's guide	\$ 23.00
306.	The Soviet World	Educational Design, Inc.	7-12	Supp.	4 filmstrips 2 cassettes teacher's manual	\$ 79.00
307.	Understanding Modern China China's Revolution Living in China Feeding the People: Communes Supporting Agriculture: Industry Education in China China's Heritage	BFA Educational Media	7-12	Supp.	6 color filmstrips (cassettes/records) teacher's guide	\$102.00
308.	The United States and Canada: Anglo-America	Educational Design, Inc.	7-12	Supp.	5 filmstrips 3 cassettes teacher's manual	\$ 98.00
309.	A Visit to Canterbury Cathedral	Encore Visual Education, Inc.	7-12	Supp.	color filmstrip w/cassette teacher's guide	\$ 23.00

	Title	Publisher	Grade Level	Time Required	Type of Material	Price
310.	West Africa Today: An Introduction Village Life City Life Arts & Crafts	Educational Activities, Inc.	8-12	Supp.	4 color filmstrips, 4 cassettes, guide	\$ 64.00
311.	Western Europe	Educational Design, Inc.	7-12	Supp.	5 filmstrips 3 cassettes teacher's manual	\$ 98.00

See also: 42, 116, 124, 144, 150, 152, 153, 154, 216, 225, 310, 321, 326, 328, 334, 335, Global Studies/International Affairs

## WORLD HISTORY

312.	Ancient Civilizations	National Geographic Society	5-12	Supp.	5 filmstrips 5 cassettes/records 2 teacher's manuals	\$ 74.50
313.	Ancient Monuments & Mysteries	National Geographic Society	5-12	Supp.	filmstrip cassette 2 teacher's manuals	\$ 18.00
314.	Ancient Rome	Society for Visual Education, Inc.	5-8	Supp.	4 color filmstrips 4 cassettes teacher's guide complete set	\$ 11.50 each \$ 8.00 each \$ 84.00
315.	China: Tradition and Revolution	The Macmillan Company of Canada, Ltd.	11-13	not available	student text	\$ 7.25
316.	Dispatches	Avon Books	12	Supp.	student resource book on the Vietnam War	\$ 3.95

	Title	Publisher	Grade Level	Time Required	Type of Material	Price
317.	The Golden Dragon by Clipper Ship Around the Horn	Atheneum Publishers	4-6	Supp.	student resource book	\$ 5.95
318.	Great Explorers	National Geographic Society	5-12	Supp.	4 filmstrips 4 cassettes/records 2 teacher's manuals	\$ 62.50
319.	Holocaust	Bantam Books, Inc.	8-12	Supp.	student resourcebook-- tie-in with NBC-TV show teacher's guide	\$ 2.25
320.	The Holocaust Years: Society on Trial	Bantam Books, Inc.	8-12	Supp.	student resource book teacher's guide	\$ 1.95
321.	How to Prepare for College Board Achievement Tests in European History and World Cultures	Barron's Educational Series, Inc.	10-12	Supp.	student resource book	\$ 4.76
322.	The Impact of the Industrial Revolution	Harcourt Brace Jovanovich, Inc.	9-12	Quart./Sem.	student text (paperbound) teacher's guide	\$ 4.50 \$ 1.50
323.	Intercom 87. Global Perspectives: The Human Dimension, Part 2	Center for Global Perspectives	7-12	Supp.	magazine	\$ 1.75
324.	Intercom 88. Global Perspectives: Bridging Social Studies and Language Arts	Center for Global Perspectives	7-12	Supp.	magazine	\$ 1.75
325.	Intercom 89. Global Perspectives: Through Asian Experiences	Center for Global Perspectives	7-12	Supp.	magazine	\$ 1.75

	Title	Publisher	Grade Level	Time Required	Type of Material	Price
*326.	The ISMS: Modern Doctrines and Movements	Greenhaven Press	9-12	Supp.	6 student texts paperbound  hardbound  24 pamphlets of the chapters from each book	\$ 2.95 each \$ 6.95 each \$ .98 each
327.	Mawson's Will	Avon Books	8-12	Supp.	student resource book on Antarctica in early 1900's	\$ 2.50
*328.	Mummy's Message	Interact Company	9-12	Supp.	simulation 35 student guides teacher's guide pyramid charts	\$ 22.00
329.	Myths of the Ancient World	Spoken Arts, Inc.	6-10	Supp.	4 filmstrips 4 cassettes/records teacher's guide with scripts 8 duplicating masters	\$ 89.95
330.	The 100: A Ranking of the Most Influential Persons in History	Hart Publishing Co.	8-12	Supp.	student resource book	\$ 9.50
331.	Riding the Nightmare	Athena Pub- lishers	7-12	Supp.	student resource book on witchcraft	\$ 9.95
332.	Student Activity Maps for Modern World History	Educational Masterprints Company	7-12	Supp.	pre-printed duplicating masters teacher's guide	\$ 6.50
333.	Top Secret Projects of World War II	Julian Messner	8-12	Sem.	student resource book	\$ 7.29

	Title	Publisher	Grade Level	Time Required	Type of Material	Price
334.	Western Man and the Modern World: Africa, Latin American and The East	Pergamon Press, Inc.	9-12	Quart.	student text paperbound hardbound teaching resource book primary source readings set of 3 sound filmstrips to match texts	 \$ 6.00 \$ 7.50 \$ 6.00 \$ 1.50 \$ 67.50
335.	Western Man and the Modern World: The Western World Today	Pergamon Press, Inc.	9-12	Quart.	student text paperbound hardbound teaching resource book primary source readings set of 6 sound filmstrips	 \$ 6.75 \$ 9.00 \$ 6.00 \$ 1.50 \$ 35.00
336.	Women Who Ruled: Cleopatra to Elizabeth II	Julian Messner	8-12	Supp.	student resource book	\$ 7.79

See also: 38, 42, 94, 96, 157, 160, 163, 283, 289, 300, 302—



# PUBLISHERS\* AND ADDRESSES

Advertising Council  
625 Third Avenue  
New York, New York 10022

Allyn and Bacon, Inc.  
470 Atlantic Avenue  
Boston, Massachusetts 02210

American Book Company  
135 West 50th Street  
New York, New York 10020

Amidon, Paul S., & Associates, Inc.  
1966 Benson Avenue  
St. Paul, Minnesota 55116

Anderson Publishing Company  
602 Main, Suite 501  
Cincinnati, Ohio 45202

Atheneum Publishers  
122 East 42 Street  
New York, New York 10017

Avon Books  
959 Eighth Avenue  
New York, New York 10019

Bantam Books, Inc.  
School and College Division  
666 Fifth Avenue  
New York, New York 10019

Barron's Educational Series, Inc.  
113 Crossways Park Drive  
Woodbury, New York 11797

Benefic Press  
10300 West Roosevelt Road  
Westchester, Illinois 60153

BFA Educational Media  
2211 Michigan Avenue  
P.O. Box 1795  
Santa Monica, California 90406

Carolina Biological Supply Company  
2700 York Road  
Burlington, North Carolina 27215

Center for Global Perspectives  
218 East 18th Street  
New York, New York 10003

The Center for Humanities, Inc.  
2 Holland Avenue  
White Plains, New York 10603

Changing Times Education Service  
1729 H Street, N.W.  
Washington, D.C. 20006

Consumers Union  
256 Washington Street  
Mount Vernon, New York 10550

Coronet Instructional Media  
65 East South Water Street  
Chicago, Illinois 60601

Cornerstone Library  
1230 Avenue of the Americas  
New York, New York 10020

Crowell, T.Y.  
10 East 53rd Street  
New York, New York 10022

Denoyer-Geppert Company  
5235 North Ravenswood Avenue  
Chicago, Illinois 60640

DMC, Inc.  
Deadline Data on World Affairs  
100 Northfield Street  
Greenwich, Connecticut 06830

Educational Activities, Inc.  
1937 Grand Avenue  
Baldwin, New York 11510

\*The following list of publishers includes those who responded to our request for information on K-12 social studies materials published in 1978. Publishers who responded but had no new social studies materials are not listed.

Educational Design, Inc.  
47 West 45th Street  
New York, New York 10011

Education Development Center, Inc.  
55 Chapel Street  
Newton, Massachusetts 02160

Educational Enrichment Materials  
357 Adams Street  
Bedford Hills, New York 10507

Educational Insights, Inc.  
26435 South Tillman Avenue  
Carson, California 90746

Educational Masterprints Company  
Box 269  
Garden City, New York 11530

Encore Visual Education, Inc.  
1235 South Victory Boulevard  
Burbank, California 91502

Encyclopaedia Britannica Educational  
Corporation  
425 North Michigan Avenue  
Chicago, Illinois 60611

The Feminist Press  
Box 334  
Old Westbury, New York 11568

Follett Publishing Company  
1010 West Washington Boulevard  
Chicago, Illinois 60607

Foreign Policy Association  
345 East 46th Street  
New York, New York 10017

Geography Curriculum Project  
107 Dudley Hall  
University of Georgia  
Athens, Georgia 30602

Ginn and Company  
191 Spring Street  
Lexington, Massachusetts 02173

Globe Book Company, Inc.  
50 West 23rd Street  
New York, New York 10010

Goodyear Publishing Company, Inc.  
1640 Fifth Street  
Santa Monica, California 90401

Greenhaven Press, Inc.  
1611 Polk Street, N.E.  
Minneapolis, Minnesota 55413

Guidance Associates  
757 Third Avenue  
New York, New York 10017

Harcourt Brace Jovanovich, Inc.  
757 Third Avenue  
New York, New York 10017

Harper and Row Publishers, Inc.  
10 East 53rd Street  
New York, New York 10022

Hart Publishing Company, Inc.  
12 East 12th Street  
New York, New York 10003

Harwell Associates  
Box 92  
Convent Station, New Jersey 07961

Holt, Rinehart and Winston  
383 Madison Avenue  
New York, New York 10017

Human Relations Media  
343 Manville Road  
Pleasantville, New York 10570

Ideal School Supply Company  
11000 South LaVerne Avenue  
Oak Lawn, Illinois 60453

Institute for Political/Legal Education  
207 Delsea Drive  
RD #4--Box 209  
Sewell, New Jersey 08080

Interact Company  
Box 262  
Lakeside, California 92040

Interculture Associates  
Box 277  
Thompson, Connecticut 06277

Joint Council on Economic Education  
1212 Avenue of the Americas  
New York, New York 10036

Laidlaw Brothers  
Thatcher and Madison  
River Forest, Illinois 60305

The Language Press  
Box 342  
Whitewater, Wisconsin 53190

Law in a Free Society  
Suite 600  
606 Wilshire Boulevard  
Santa Monica, California 90401

Learning Corporation of America  
1350 Avenue of the Americas  
New York, New York 10019

Lippincott, J.B., Company  
Educational Publishing Division  
East Washington Square  
Philadelphia, Pennsylvania 19105

Macmillan Publishing Company, Inc.  
866 Third Avenue  
New York, New York 10022

The Macmillan Company of Canada Limited  
70 Bond Street  
Toronto, Ontario M5B 1X3  
Canada

McDougal, Littell & Company  
P.O. Box 1667  
Evanston, Illinois 60204

McGraw-Hill Book Company  
28th Floor  
1221 Avenue of the Americas  
New York, New York 10020

Merrill, Charles E., Publishing Company  
1300 Alum Creek Drive  
Columbus, Ohio 43216

Messner, Julian  
Simon & Schuster Building  
1230 Avenue of the Americas  
New York, New York 10020

Metropolitan Life Insurance Company  
One Madison Avenue  
New York, New York 10010

Multi-Media Productions, Inc.  
P.O. Box 5097  
Stanford, California 94025

National Geographic Society  
17th and M Streets, N.W.  
Washington, D.C. 20036

New American Library, Inc.  
P.O. Box 999  
Bergenfield, New Jersey 07621

Pathescope Educational Media, Inc.  
71 Weyman Avenue  
New Rochelle, New York 10802

Perennial Education, Inc.  
477 Roger Williams  
P.O. Box 855 Ravinia  
Highland Park, Illinois 60035

Pergamon Press, Inc.  
Maxwell House, Fairview Park  
Elmsford, New York 10523

Porpoise Press  
Division of SES Associates  
121 Brattle Street  
Cambridge, Massachusetts 02138

Prentice-Hall, Inc.  
Educational Book Division  
Englewood Cliffs, New Jersey 07632

Prentice-Hall Media  
150 White Plains Road  
Tarrytown, New York 10591

Q-ED Productions, Inc.  
2282 Townsgate Road  
P.O. Box 4029  
Westlake Village, California 91361

Rand McNally & Company  
P.O. Box 7600  
Chicago, Illinois 60680

Research Publications  
P.O. Box 801  
Glen Rock, New Jersey 07452

Scholastic Book Services  
904 Sylvan Avenue  
Englewood Cliffs, New Jersey 07632

286

Science Research Associates  
155 North Wacker Drive  
Chicago, Illinois 60606

Scott, Foresman and Company  
1900 East Lake Avenue  
Glenview, Illinois 60025

Silver Burdett Company  
General Learning Corporation  
Morristown, New Jersey 07960

Simile II  
218 Twelfth Street  
P.O. Box 910  
Del Mar, California 92014

Social Issues Resources Series, Inc.  
8141 Glades Road  
Boca Raton, Florida 33432

Society for Visual Education, Inc.  
1400 Diversey Parkway  
Chicago, Illinois 60614

Spoken Arts, Inc.  
310 North Avenue  
New Rochelle, New York 10801

Steck-Vaughn Company  
P.O. Box 2028  
Austin, Texas 78768

Sunburst Communications, Inc.  
39 Washington Avenue  
Pleasantville, New York 10570

Visual Education Corporation  
14 Washington Road  
P.O. Box 2321  
Princeton, New Jersey 08540

Walt Disney Educational Media Company  
500 South Buena Vista Street  
Burbank, California 91521

West Publishing Company  
170 Old Country Road  
Mineola, New York 11501

Winston Press  
430 Oak Grove  
Minneapolis, Minnesota 55403

World Eagle, Inc.  
64 Washburn Avenue  
Wellesley, Massachusetts 02181

287

230

# AUTHOR/DEVELOPER/EDITOR INDEX

- Abraham, Henry--49
- Abruscato, Joe--47
- Alabama State Department  
of Education--21
- Allen, Jack --11
- Atwood , H. Mason--153
- Beach, Don M.--141
- Bender, David--67, 79
- Benson, Judith R.--35
- Berry, Russell I.--21
- Blaxall, John--115
- Bodin, Jeanne--105
- Bodin, Wes--87
- Bogojavlensky, Ann Rahnasto--137
- Bohannan, Paul--13
- Bragdon, Henry W.--15
- Branson, Margaret--37
- Chaffee, Dorcas--139
- Cherryholmes, Cleo--19
- Clark, Grace A.--43
- Clark, James I.--83
- Constitutional Rights Foundation--17
- Cornbleth, Catherine--171
- Cutler, Irving--37
- Davis, Duane E.--77
- Davis, James E.--140
- Davison, Donald G.--138
- Debnam, Betty--132
- Dorman, Thomas K.--115
- Drewry, Henry N.--9
- Dryer, Sharon Spredemann--133
- Eells, Don--125
- Fenton, Edwin--101
- Fersh, Seymour--83
- Films Incorporated-- 81, 91
- Fisher, William W.--55
- Flowers, Patricia--113
- Forehand, Garlie A.--25
- Fraenkel, Jack R.--65
- Fraker, G. Alan--134
- Freidel, Frank--9
- Furlong, Mary Simpson--127
- Gay, Geneva--29
- Gibson, Duncan L.--107
- Glazier, Myron--33
- Glazier, Penina--33
- Glazier, Ray--39, 113, 115, 121
- Goldbaum, Marc--59
- Goldstein, Eleanor C.--93
- Goodwin, Del--139
- Gould, Bette Taylor--41, 145
- Graff, Henry F.--13
- Gregory, George Peter--51
- Grossman, Donna R.--137
- Guidance Associates--95
- Haley, Frances--140
- Hassard, Jack--47
- Haywoode, Terry L.--23
- Hendrix, Marie H.--21
- Heustess, W. Arthur--21
- Hoffman, Alan J.--29
- Horner, Althea J.--25
- Hughes, Glen E.--85

Jakoubek, Robert E.--35  
 Jantzen, Steven L.--150  
 Joyce, William W.--142  
 Kahn, Linda M.--99  
 Kanetzke, Howard W.--170  
 Kaplan, Sandra Nina--41, 145  
 Katzman, Carol--136  
 Khanlian, John F.--131  
 King, Joyce--136  
 Kohlberg, Lawrence--101  
 Koppel, John--119  
 Kourilsky, Marilyn--138  
 Larson, Dick--69  
 LaRaus, Roger--135  
 Learning Corporation of America--71  
 Leinwand, Gerald--147  
 Leone, Bruno--67  
 Lingenfelter, Sherwood--65  
 Madsen, Sheila K.--41, 145  
 Maggio, Tony--117  
 Mahoney, Susan--73  
 Malm, Marguerite--25  
 Manson, Gary--19  
 McClure, Larry--159  
 McConnell, James V.--27  
 McCuen, Gary--67, 79  
 McCutchen, Samuel P.--15  
 McDade, Scott--59  
 Meridian Municipal Separate School  
 District, Meridian, Mississippi--166  
 Miller, Norman D.--85  
 Millstein, Beth--105  
 Mitsakos, Charles L.--161  
 Mooney, Edward L.--164  
 Muth, John W.--157

Naiman, Adeline  
 Nance, John--97  
 National Science Teachers  
 Association--155  
 New York State Department of  
 Education--154  
 Oklahoma Bar Association--162  
 Oklahoma State Department of  
 Education--162  
 Oklahoma University, Southwest Center  
 for Human Relations Studies--162  
 Oswald, James M.--53  
 Otero, George G.--146  
 Paulson, Wayne--103  
 Pfeiffer, Irwin--49  
 Philadelphia School District--160  
 Prime Time School Television--99  
 Quigley, Charles N.--144  
 Ratcliffe, Robert H.--37  
 Redden, Charlotte A.--167  
 Regional Center for Educational  
 Training--139  
 Remy, Richard C.--135  
 Rice, Marion J.--57  
 Risjord, Norman K.--23  
 Rose, Peter I.--33  
 Ryan, Frank L.--142  
 Savage, John A.--143  
 Scholastic Book Services--17  
 Scholastic Magazines--63  
 Schreiber, Joan--29  
 Senesh, Lawrence--157  
 Senn, Peter--37  
 Shenton, James--35  
 Slaven, Susan--69



Smith, Gary R.--146, 168

Smith, Lee--87

Social Studies Development  
Center--172

Sorenson, Herbert--25

Stahl, Robert J.--163

Starr, Isidore--61

Stepien, William--29

Sweeney, Robert E.--51

Switzer, Kenneth A.--167

Taylor, Bob--169

Trotter, Robert J.--27

Vernon, Robert F.--123

Vetter, Donald P.--156

Volkering, Stephen--85

Warns, Norman S., Jr.--109, 111

Weitzman, David--75

West Virginia State Department  
of Education--165

White, Charles J., III--148

Williamson, Mary Ann--149

Wilson, Barbara J.--73

Wiltz, John Edward--31

Winter, Russell--69

World Affairs Council of  
Philadelphia--160

Worth, Richard--45

Zevin, Jack--37

## GRADE LEVEL INDEX

### Kindergarten - Grade Twelve

139, 140, 143, 144, 148, 157, 169, 171

### Kindergarten - Grade Six

19, 29, 57, 132, 133, 138, 142, 145, 153,  
158, 165

### Kindergarten - Grade Three

41, 43, 73, 77, 103, 137, 161, 162

### Grade Four - Grade Six

41, 55, 63, 69, 71, 73, 75, 91, 93, 103,  
109, 111, 117, 123, 125, 135, 136, 137,  
149, 155, 162, 170, 172

### Grade Seven - Grade Twelve

17, 39, 75, 81, 91, 93, 97, 99, 107, 109,  
111, 115, 117, 119, 121, 125, 127, 131,  
134, 137, 141, 146, 149, 150, 159, 162,  
163, 166, 167, 168, 172

### Grade Seven - Grade Nine

9, 13, 21, 23, 29, 37, 47, 49, 51, 53,  
55, 57, 59, 63, 71, 79, 85, 89, 95, 101,  
113, 123, 133, 135, 155, 156, 158, 160

### Grade Ten - Grade Twelve

11, 13, 15, 21, 23, 25, 27, 31, 33, 35,  
37, 45, 49, 51, 53, 59, 61, 63, 65, 67,  
79, 83, 87, 89, 95, 101, 105, 113, 133,  
147, 154, 160, 164

# PUBLISHER/INSTITUTION INDEX

- Abt Associates--39, 113, 115, 121
- Acropolis Books, Ltd.--149
- Addison-Wesley Publishing Company--135, 137
- American Bar Association--148
- American Book Company--11
- American Guidance Service, Inc.--77, 133
- American Universities Field Staff, Inc.--53
- Amsco School Publications--49
- Anthropology Curriculum Project--134
- Argus Communications--87, 99
- Ball State University, Teachers College--153
- Carroll County Public Schools, Westminster, Maryland--156
- Center for Humanities, Inc., The--45
- Charles E. Merrill Publishing Company--9, 37
- Coronet Instructional Media--69
- Denoyer-Geppert Company--55
- Education Development Center--89
- ERIC Clearinghouse for Social Studies/Social Science Education--140, 157
- Films Incorporated--81, 91
- Geography Curriculum Project--57
- Goodyear Publishing Company, Inc.--41, 47, 136, 141, 145
- Greenhaven Press, Inc.--67, 79, 127
- Guidance Associates--95, 101
- Harcourt Brace Jovanovich, Inc.--51
- History Simulations--119
- Holt, Rinehart and Winston--23, 27
- Houghton Mifflin Company--35
- Ideal School Supply Company--109, 111
- Institute for Political and Legal Education--131
- Interact Company--117, 125
- Joint Council on Economic Education--138
- Law in a Free Society--144
- Learning Corporation of America--71
- Lippincott, J.B., Company--31
- Little, Brown and Company--75
- Macmillan Publishing Company, Inc.--15
- McDougal, Littell and Company--83
- McGraw-Hill Book Company--19, 25
- National Council for the Social Studies--142, 147, 171
- Northwest Regional Educational Laboratory--159
- Pathscope Educational Media, Inc.--97
- Prentice-Hall, Inc.--33, 65
- Rand McNally & Company--13
- Regional Center for Educational Training--139
- Sandra Schurr Publications--158
- Scholastic Book Services--17

Scholastic Magazines--63

Science Research Associates,  
Inc.--105

Scott, Foresman and Company--29, 85

Sheed Andrews and McMeel, Inc.--132

Silver Burdett Company--21

Simile II--123

Social Issues Resources Series, Inc.--93

Social Science Education  
Consortium, Inc.--140, 157, 169

Society for Visual Education,  
Inc.--43, 73

Teachers College Press--150

University of Denver, Center for  
Teaching International Relations--146,  
167, 168

University of Nebraska at Omaha, Center  
for Urban Education--143

Visual Education Corporation--59

West Publishing Company, Inc.--61

Westinghouse Learning  
Corporation--109, 111

Winston Press, Inc.--103

Wisconsin State Historical Society--170

World Affairs Council of  
Philadelphia--160

World Eagle--107

Wright State University, Public  
Education Religion Studies  
Center--164

## SUBJECT AREA INDEX

- Affective Education--41, 47, 77, 133, 175
- African Studies--39
- Aging--153
- American Government--11, 61, 131, 176
- American History--9, 13, 15, 23, 31, 35, 59, 81, 85, 91, 101, 105, 113, 119, 127, 139, 154, 168, 178
- American Studies--59, 125, 186
- Anthropology--97, 123, 134, 187
- Archaeology--117, 187
- Black Studies--91
- Career Education--169
- Citizenship Education/Civics--11, 43, 121, 135, 156
- Communication--123
- Community Resources--157, 159
- Consumer Education--188
- Contemporary Issues--67, 79, 93, 189
- Current Events--63
- Death/Dying--190
- Decision Making--135, 156
- Economics--45, 115, 136, 138, 158, 190
- Environmental Education/Ecology--51, 109, 111, 155, 193
- Ethnic Studies--69, 146, 194
- Experienced-Based Education--159
- Family History--75, 146, 170, 195
- Geography--55, 57, 63, 73, 109, 195
- Global Studies/International Affairs--160, 167, 172, 197
- Guidance/Mental Health--199
- Human Relations--41, 103
- Interdisciplinary--132, 133, 137
- Interdisciplinary Social Studies--19, 29, 47, 53, 107, 140, 142, 149, 157, 163, 165, 169, 172, 205
- Learning Centers--141
- Legal Education--17, 21, 61, 69, 99, 127, 131, 144, 148, 162, 201
- Local Government--111
- Local History--75, 139, 170
- Multicultural Education--143
- Multidisciplinary--153
- Multidisciplinary Social Studies--79, 93, 95, 140, 142, 145, 150, 166, 205
- Political Science--67, 109
- Psychology--25, 27, 203
- Reading--85
- Religion--87, 164, 205
- Skill Development--145
- Social Studies Readiness--161
- Sociology--33, 121, 213
- State Histories--214
- Teaching Techniques--171

Urban Studies--37, 214

Values Education--43, 69, 101, 103, 125,  
163, 166, 215

Women's Studies/Men's Studies--89, 105,  
154, 216

World Cultures/World Geography--65,  
83, 87, 155, 164, 217

World History--49, 83, 115, 117, 147,  
222

293